



ST. JOSEPH'S COLLEGE

NEW YORK





St. Joseph's College

School of Arts and Sciences

Brooklyn Campus

2005-2007 Catalogue

**245 Clinton Avenue
Brooklyn, New York 11205-3688
(718) 636-6800**



TABLE OF CONTENTS

| | |
|--|-----|
| Academic Calendar | 4 |
| The College | 5 |
| Admissions and Finances | 11 |
| Student Life | 31 |
| Academic Life | 36 |
| Departmental Offerings | 61 |
| Interdisciplinary Programs and Courses | 198 |
| Area Studies | 203 |
| Certificate Programs | 205 |
| Area Map | 209 |
| Brooklyn Campus Map | 211 |
| Registers | 213 |
| Index | 235 |

Notwithstanding anything contained in this catalogue, the College administration expressly reserves the right, where it deems advisable,

1. to change or modify its schedule of tuition and fees, and
2. to withdraw, cancel, reschedule or modify any course, program of study or degree, or any requirement in connection with any of the foregoing.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

It is the policy of St. Joseph's College not to discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, or marital status in its educational programs, admissions policies, employment policies, financial aid or other school administered programs. This policy is implemented in compliance with all applicable federal, state, and local statutes or regulations. Inquiries regarding this policy should be addressed to Compliance Coordinator, St. Joseph's College, 245 Clinton Ave., Brooklyn, NY 11205-3688.

St. Joseph's College, New York School of Arts and Sciences

ACADEMIC CALENDAR 2005-06

Brooklyn Campus

FALL SEMESTER Class periods will be 55 minutes (or 85/165 mins.)

| | |
|------------|---|
| Sept. 6 | Orientation for Freshmen and Transfer Students |
| Sept. 7 | Classes begin |
| Sept. 7-13 | Late registration and program changes |
| Sept. 12 | Investiture and Honors Convocation |
| Sept. 28 | Last day to opt for Pass/No Credit |
| Oct. 10 | Holiday--Columbus Day |
| Oct. 15 | Last day to file for June 2006 Graduation |
| Oct. 19 | Presidential Lecture |
| Oct. 20 | Midsemester C- reports filed with Dean |
| Oct. 24 | Founders Day Lecture |
| Oct 26 | Reading Day for students, Library open College-wide Planning Day, Suffolk Campus |
| Oct. 27 | Last day to withdraw from courses |
| Nov. 24-27 | Thanksgiving Recess |
| Dec. 12 | Last day of class |
| Dec. 13 | Study Day |
| Dec. 14-22 | Final Examinations |
| Jan. 13 | Work for all incomplete courses from Fall term due in Registrar's Office |

WINTER INTERSESSION

| | |
|-----------------|---------------------------------------|
| Dec. 23-Jan. 18 | Winter Recess |
| Jan. 2-18 | January Intercession courses |
| Jan. 16 | Holiday – Martin Luther King, Jr. Day |

SPRING SEMESTER Class periods will be 55 minutes (or 85/165 mins.)

| | |
|-----------------------|--|
| Jan. 19 | Classes begin |
| Jan. 19-25 | Late registration and program changes |
| Feb. 9 | Last day to opt for Pass/No Credit |
| Feb. 20 | Holiday – President's Day |
| Feb. 22 | Make-up final examinations for Fall semester |
| Mar. 2 | Midsemester C- reports filed with Dean |
| Mar. 9 | Last day to withdraw from courses |
| Mar. 15 | Reading Day for students, Library open College-wide Planning Day, Brooklyn campus |
| Mar. 19-26 | Spring Recess |
| Apr. 4 | Study Day unless needed to make up for snow closing |
| Apr. 13-16 | Easter Recess |
| May 3 | Last day of class |
| May 4 | Study Day |
| May 5-15 | Final Examinations Commencements |
| May 31 | Suffolk Campus |
| June 1 | Adult and Professional Education, Brooklyn |
| June 2 | Arts and Sciences, Brooklyn |
| June 16 | Work for all incomplete courses from Spring term due in Registrar's Office |
| July 17 | Make-up final examinations for Spring semester |
| SUMMER SESSION | Dates to be announced |

THE COLLEGE

MISSION AND GOALS OF ST. JOSEPH'S COLLEGE

The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement. The College aims in this way to prepare each student for a life characterized by integrity, intellectual and spiritual values, social responsibility, and service—a life that is worthy of the College's motto, *Esse non videri*: "To be, not to seem."

Independent and coeducational, St. Joseph's College provides affordable private education that serves a diverse population of academically eligible students.

St. Joseph's College affirms the dignity, freedom, and inherent value of each person. This affirmation is realized through a student-centered environment wherein the faculty's primary commitment is to excellence in teaching. In this open, supportive atmosphere, students are challenged to develop their full potential and are encouraged to acquire a spirit of inquiry and a joy in learning.

To accomplish this mission, St. Joseph's College has established the following goals:

- to offer curricula that foster the knowledge and intellectual skills associated with the liberally educated person;
- to encourage students to develop personal value systems and responsible self-direction;
- to foster committed participation in the local and global communities;
- to help students develop as whole persons by providing individual attention, interactive teaching, and opportunities for active participation in academic and extracurricular programs;
- to prepare students for their careers by offering the necessary professional and pre-professional education;
- to provide for the needs of a diversified student population with varied educational and professional experiences;
- to foster an environment of openness to the exploration and understanding of diverse ideas, traditions and cultures;
- to support educational programs and services that will contribute to the vitality of the communities served by the Brooklyn and Suffolk Campuses.

HISTORY

St. Joseph's College for Women, as it was then known, was founded by the Sisters of St. Joseph of Brentwood, in response to the need for a day college for young women. The College received its provisional charter from the Regents of the University of the State of New York on February 24, 1916. From its earliest days, the College articulated its mission in terms of academic quality, value orientation, and career preparation. These values, coupled with the financial support and leadership of the Sisters of St. Joseph, brought early success and the College quickly outgrew its original facilities at 286 Washington Avenue. In 1918 the College moved to its present site at 245 Clinton Avenue, and the first baccalaureate degrees were conferred on twelve graduates on June 17, 1920. The College was accredited in 1928 by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. The Regents granted St. Joseph's College an Absolute Charter in 1929. Reverend William T. Dillon, J.D., Professor of Philosophy, who served as Dean of the College and later its President, guided its growth during the significant years that followed. Having pioneered in the study of Child Development, St. Joseph's opened a laboratory pre-school in 1934.

Sister Vincent Thérèse Tuohy assumed the presidency in 1956. Under her leadership, McEntegart Hall, a multi-functional building housing the library and classrooms, was opened in 1965; the Dillon Child Study Center followed in 1968.

Sister George Aquin O'Connor was elected President and assumed responsibility on July 1, 1969. In 1970, a Charter amendment changed the name to St. Joseph's College, New York and enabled the College to admit the first men students to full matriculation. On February 2, 1971, St. Joseph's College inaugurated an extension program in the collegiate center formerly known as Brentwood College, and moved to develop a degree program in Brentwood oriented to the third and fourth years of college. This Upper Division baccalaureate program opened in September, 1972, and the Board of Regents of the State of New York authorized St. Joseph's College to join C.W. Post Center, L.I.U., in a Coordinate Campus program, the first such pattern adopted in the State. In 1976, this Suffolk County operation was authorized by the Regents to operate as a branch campus of St. Joseph's College. In 1978 St. Joseph's College expanded its operation at the Suffolk Branch Campus to a full four-year program, and in 1979 moved to a new twenty-five acre lake-side campus in Patchogue.

A continuing education program, which over many years had provided courses for adults on a non-matriculated basis, in the early 1970's developed a more clearly defined program for non-traditional and/or career-oriented adults interested in earning a degree. In April 1974, the College registered with the New York State Education Department the

Bachelor of Science in General Studies. This program and additional programs designed for adult professionals were administered by the Division of General Studies, with courses offered in Brooklyn, at the Suffolk Branch, and at the extension sites.

An upper division Nursing Program was registered by the New York State Education Department in 1986, and received accreditation by the National League for Nursing in 1991.

In 1988, the Callahan Library was constructed at the Suffolk Campus.

In Fall 1994, an accelerated Weekend College, administered by the Division of General Studies, was inaugurated at the Suffolk Campus.

In 1995, the College introduced its first masters program, a Master of Arts in Infant-Toddler Therapeutic Education, at the Suffolk Campus.

In 1997, the Danzi Athletic Center was completed and opened at the Suffolk Campus.

On June 30, 1997 Sister George Aquin O'Connor resigned as president. She was succeeded by Sister Elizabeth A. Hill, M.A., J.D. on July 1, 1997.

In June 1999, the Division of General Studies was renamed the School of Adult and Professional Education; the College of Arts and Sciences became the School of Arts and Sciences.

In September, 1999, a Master of Science in Management was introduced at both campuses.

In 2001, the College constructed and opened the Technology and Business Information Center at the Suffolk Campus, and acquired the St. Angela Hall property at the Brooklyn Campus.

In 2002–03, a Master Plan was adopted for the Brooklyn Campus, to be implemented in three phases over a period of ten-fifteen years.

In 2004, an Executive Master of Business Administration was introduced, and in 2005, a Master of Science in Nursing and a Master of Arts in Literacy were registered for both campuses.

LOCATION

St. Joseph's College has two campuses: the main campus is located in the residential Clinton Hill section of Brooklyn, and the Suffolk branch campus is located in Patchogue, Long Island.

The Main Campus: St. Joseph's College, as an urban college with a campus, offers easy access to all transit lines, to the Long Island Expressway, to all bridges in Brooklyn, Manhattan, and Queens, as well as to the Verrazano-Narrows Bridge to Staten Island. This convenient location brings students from every part of the Greater New York Metropolitan area to the College each day, where they enjoy the freedom of campus life while profiting from the many cultural advantages of New York City. Within the space of one half hour, students leaving St. Joseph's College may find themselves in the Metropolitan Museum of Art, the 42nd Street Library, Carnegie Hall and Lincoln Center, the Broadway theatre district, Madison Square Garden, or Shea Stadium.

The College itself stands in the center of one of the nation's most diversified academic communities, consisting of six colleges and univer-

8 *The College*

sities within a two-mile radius of each other. St. Joseph's College offers its students easy access to the other colleges and such cultural facilities as the Brooklyn Academy of Music, the Brooklyn Public Library, and the Brooklyn Museum of Art.

The Suffolk Campus: St. Joseph's branch campus is located in Patchogue. The thirty-two acre campus is bounded on the south by West Roe Boulevard and on the north by Sunrise Highway. It is easily accessible from the south shore locations via Southern State, Sunrise Highway (Exit 52), and from central and northern Long Island via Veterans Highway, Patchogue-Holbrook Road, Nichols Road or Route 112.

FACILITIES—BROOKLYN CAMPUS

The Administration Building-Tuohy Hall

Named in memory of a late President of the College, the Administration Building contains student lounges, classrooms, an auditorium, computer facilities, student government offices, the gymnasium, and administrative offices. The chemistry and physics laboratories, and the art studio are on the third floor.

Burns Hall

This beautiful Federal-style building contains formal parlors, a formal dining room, a chapel, student lounge and kitchen, and the biology instructional and research laboratories.

St. Joseph's Hall

This five story building houses the Office of Institutional Advancement, the Alumni Office, several academic department offices, and the Psychology Laboratory. A beautiful garden, located behind 256, provides space for alumni reunions, student gatherings, and receptions.

Lorenzo Hall

Lorenzo Hall, located at 265 Clinton Avenue, houses the administrative offices of the School of Adult and Professional Education.

McEntegart Hall

McEntegart Hall is a fully air conditioned five-level structure. Three spacious reading areas with a capacity for 300 readers, including individual study carrels and shelf space for 200,000 volumes, provide an excellent environment for research. In addition, McEntegart Hall houses the college archives, a curriculum library, three computer laboratories, the Library Instructional Technology Center, the Writing Center, a nursing education laboratory, and a video conference room. There are eight classrooms, a chapel, cafeteria, and faculty and student lounges. The library collection includes more than 109,000 volumes and 400 periodical titles in addition to videos, DVDs, and other Instructional aids. Patrons have access to the Internet and to numerous full-text electronic databases. A fully automated and integrated library system, Endeavor, insures efficient retrieval and management of library resources in the

Brooklyn and Patchogue libraries. Membership in ALB (Academic Libraries of Brooklyn) and METRO gives students access to libraries throughout the city and provides resource sharing on a regional basis. Full membership in the international bibliographic utility, OCLC, allows limitless access to all types of resources.

St. Angela Hall

This former elementary and high school was acquired in 2001 and contains 16 classrooms, the ACES Center, the Office of Campus Ministry, some faculty offices, an auditorium, conference room and lounge.

Computer Facilities

A high-speed fiber optic intra-campus network connects all offices, instructional facilities, computer laboratories and libraries on both the Brooklyn and Patchogue campuses. The network provides Internet access to all students, faculty and staff.

An integrated online library system enables students to search for and check out books at either campus. Online databases and other electronic resources are available to students from either campus, or from their home computers.

Two wireless laptop classrooms with “smart classroom” features provide flexible instruction spaces with the latest technologies. Videoconferencing facilities connect the two campuses, allowing for real-time distance learning in a small group setting.

Dillon Child Study Center

This Center, an enduring memorial to Monsignor William T. Dillon, late President of the College and founder of the Child Study Department and its Laboratory Preschool, opened in 1968.

The first floor of the Dillon Center contains the offices of the Director, the school nurse, staff offices and a conference room. The Center’s preschool inclusion class with observation room and a multi-purpose room are also located on the first floor. Two preschool classrooms and Kindergarten room, each with its own observation booth, are located on the second floor, as well as staff offices with additional rooms for therapy, computer and library resources.

These facilities make possible increased service to the community. Local public and private schools send children to St. Joseph’s for testing and consultation.

The Center provides for an enrollment of approximately 100 preschool children. The Center also facilitates the growth of auxiliary programs and inter-institutional cooperation with nursing schools, colleges, and other educational agencies.

The Outdoor Theatre

Overlooking the Mall is the Molloy Memorial Outdoor Theatre, site of commencement ceremonies.

10 *The College*

Suffolk Branch Campus, Patchogue, Long Island

For full description of Long Island Campus facilities, see Suffolk Branch Campus Catalogue.

ACCREDITATION AND MEMBERSHIPS

Accreditation

The College is accredited by the following:

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
267-284-5000

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

National League for Nursing Accrediting Commission
61 Broadway
New York, New York 10006
212-363-5555 or 800-669-1656

The College's teacher education programs (Early Childhood, Childhood, Early Childhood: Disabilities, Childhood: Disabilities; and Adolescence Education: Biology, Chemistry, English, Mathematics, Social Studies, and Spanish) are accredited by the New York State Board of Regents (RATE).

New York State Education Department
5N Mezzanine, Education Building
89 Washington Avenue
Albany, New York 12234
518-474-2593

The College's programs are registered with the

New York State Education Department
Office of Higher Education and the Professions
Cultural Education Center, Room 5B28
Albany, New York 12230 - 518-474-5851

The College's programs are approved by the New York State Education Department for the training of veterans.

Membership

The College is a member of many associations, including the following:

American Council on Education
Association of American Colleges and Universities
College Entrance Examination Board
Commission on Independent Colleges and Universities, State of New York
Council for Adult and Experiential Learning
Long Island Regional Advisory Council on Higher Education
National Association of College and University Business Officers
National League for Nursing

ADMISSIONS AND FINANCES

APPLICATION PROCEDURE FOR SECONDARY SCHOOL STUDENTS

Applications for freshman admissions are available through the Office of Admissions at the College or from the high school guidance office. Additionally applications may be downloaded from the College's website at www.sjcny.edu.

All applications are evaluated on an individual basis. Successful applications will typically have earned

- A high school diploma or equivalent
- A Regents diploma for NY State residents
- Satisfactory scores on either the SAT or ACT exam
- A strong academic program that includes
 - * 4 units of English
 - * 3 units of Mathematics
 - * 4 units of Social Studies
 - * 2 units of a Foreign Language
 - * 2 units of Science
 - * 3 elective units

Counselor and teacher recommendations as well as a personal essay are recommended.

Electives

Credit will be given for additional work in history, science, mathematics, languages, and accredited courses in music, art, speech, and business subjects.

12 Admissions and Finances

Mathematics Requirement

While three years of college preparatory mathematics are required for admission, four years of college preparatory mathematics are suggested for those who plan to major in mathematics, computer information systems, chemistry, biology, business administration, and for premedical students.

Language Requirement

The College sets as its standard two years of study in a foreign language. Three units of study in foreign languages are advisable for those students who wish to major in a foreign language. Latin is acceptable as one of the languages for admission.

History Requirement

For admission to the freshman class, St. Joseph's College requires one year of American history.

Science Requirement

Two one-year courses in science on the secondary level fulfill the requirement for entrance to the College. Those students, however, who desire the science major or the premedical course will find three or more years of science on the high school level a better preparation.

ADMISSIONS DECISIONS

Students will receive an admissions decision approximately one month of receipt of all credentials.

EARLY ADMISSION PLAN

This plan is designed for students of high academic standing with a social maturity beyond their grade level. The Admissions Council will consider high school students for entrance into the College at the conclusion of their junior year in high school. Basic requisites are high academic achievement, parental approval and very strong recommendations from high school guidance personnel. Students must take the College Entrance Examination Board Scholastic Assessment Test in the Fall of their junior year. This program may be considered only in high schools which offer very strong academic preparation.

SCHOLASTIC ASSESSMENT TEST

In most cases, every candidate for admission to the freshman class must take the Scholastic Assessment Test administered by the College Entrance Examination Board. Requests for the bulletin of information and application forms should be addressed to:

College Board ATP
CN 6200
Princeton, New Jersey 08541-6200
(609) 771-7600

The scores on the Scholastic Assessment Test will be forwarded to the colleges listed on the candidate's application. St. Joseph's requires official scores. Our code is 2802.

PLEASE CONSULT THE COLLEGE OFFICE AT YOUR HIGH SCHOOL FOR SCHOLASTIC ASSESSMENT TEST DATES, OR CALL THE ADMISSIONS OFFICE AT (718) 636-6868.

NOTE: Students applying for academic scholarships and awards should arrange to take the SAT in the second half of Junior Year or in the first half of Senior Year.

INTERNATIONAL STUDENTS

International students seeking admission should file their applications several months in advance of the anticipated matriculation date. Application deadline for Fall admission is March 1; for Spring admission, September 1. A fee of U.S. \$25.00 must accompany the application form. Students must submit official school records and scores on either the Test of English as a Foreign Language (TOEFL) or the Scholastic Assessment Test (SAT). Applicants must have a minimum TOEFL score of 550 (paper-based) or 213 (computer-based) to be considered for admission. The TOEFL and SAT information bulletins and registration forms are available in areas outside of the United States.

A notarized affidavit of financial responsibility must be submitted at the time of acceptance. Admission to St. Joseph's College is contingent upon the acquisition of a valid student visa (F-1) from the United States Department of Immigration and Naturalization Service.

SPECIAL PROGRAM ACCEPTANCE/ COLLEGE ENRICHMENT PROGRAM

Students who exhibit college potential but do not meet general admissions standards, are accepted on a “special program” basis. They are enrolled for five courses, or fifteen credits. One of these courses will be LA 105: Critical Reading and Writing Workshop. With the support of this course and with the help of a faculty advisor to assist in programming, the College assumes that the student will be able to make satisfactory progress at this institution. In addition to being enrolled in LA 105, students are required to participate in a 10–14 day summer program.

CANDIDATES’ REPLY DATE

Students who have been accepted for admission should reply by December 1 (for the Spring term) or May 1 (for the Fall term) to confirm their choice of St. Joseph’s. Late applicants will be expected to confirm their acceptance within one week of notification. For acceptance deposit, see Statement of Costs.

PRE-REGISTRATION, PROGRAMMING, AND PLACEMENT

Students are notified in advance of the pre-registration conference dates for the Fall and Spring semesters. During the pre-registration period for September (Fall) entrants, which is usually scheduled in May, the Chairpersons of Departments are available for group and individual consultation. Students who are undecided as well as those who have been accepted are encouraged to take advantage of this opportunity to discuss interests and educational goals with the Chairpersons. Under their advisement, the students then make their course selections for the fall term. Students are required to submit documentation regarding MMR immunization and meningococcal meningitis vaccination prior to registration.

Students who apply or are accepted after the official pre-registration period, are advised by the Admissions Office of alternate registration dates. Transfer students have individual program conferences with the Transfer Counselor and Department Chairperson.

ADVANCED PLACEMENT

Students who have taken advanced placement courses in secondary school may apply for college credit. St. Joseph’s grants advanced placement and credit on the basis of the candidate’s score on the Advanced Placement Examination administered by the College Entrance Examination Board and subject to approval of the Departmental Chairpersons in whose field the advanced study has been done.

At pre-registration, it is the student’s responsibility to inform advisors

of any A.P. credit in order to avoid duplication of course work.

Freshmen may also enroll with advanced standing upon presentation and review of an official transcript for college-level work completed.

COLLEGE PROFICIENCY EXAMINATIONS

Matriculated students may apply for credit or placement for the equivalent of St. Joseph's College courses on the basis of their successful completion of examination sponsored by:

1. CLEP-The College Board's College-Level Examination Program (Box 2815, Princeton, New Jersey 08541)
2. RCE-The New York State Education Department's Regents College Examinations (State Education Department, Cultural Education Center, Albany, New York 12230)
3. USAFI-United States Armed Forces Institute (Commission on Accreditation of Service Experiences of the American Council on Education, One Dupont Circle, Washington, D.C. 20036)

Students who wish credit or placement on the basis of any of these exams should have a copy of their scores forwarded from the sponsoring agency to the Registrar of St. Joseph's College. When a decision has been reached, the student will receive written confirmation of the credit or placement granted.

RE-ADMISSION

A student who has withdrawn from the College and who wishes to re-enter must complete an application for re-admission. Applications may be obtained from the Registrar or the Dean. The decision rests with the Dean.

TRANSFER STUDENTS: POLICIES AND PROCEDURES

Transfer students are welcome at both our Brooklyn and Suffolk Campuses. The College believes that transfer students add a new dimension by bringing fresh ideas and varied experiences.

Whenever possible, students who wish to transfer to St. Joseph's should file their applications at least six months in advance of the expected date of matriculation. Transfer students should request that official transcripts from all former colleges, marked catalogues of former colleges and a listing of courses in progress be sent to the Admissions Office, St. Joseph's College.

St. Joseph's College provides for a block transfer of courses, up to 64 credits, for students who have earned an Associate in Arts, or an

16 *Admissions and Finances*

Associate in Science (with science emphasis) degree in certain transfer programs at an accredited Community or Junior college.

Transfer credit for an Associate in Applied Science degree varies. In general, the two year programs leading to the A.A.S. degree have been designed for immediate career preparation. St. Joseph's cannot guarantee, therefore, that it will transfer all or most of the courses and credits earned as part of the A.A.S. degree. The determination rests upon the program followed, the choice of elective courses, and articulation with the major to be followed at St. Joseph's.

Records of students without an Associate degree will be evaluated on an individual basis in accordance with our Transfer Policy.

Prospective transfer students are encouraged to forward their transcripts to the Counselor for Transfer Students requesting an individual evaluation.

If a student transferring to St. Joseph's has an Associate degree, the student is not required to submit a high school record as part of the admissions procedure. This policy also applies to students without an Associate degree who have successfully completed 30-60 credits.

Each student will be given an official Review of Transfer Record, which will indicate courses and credits transferred, and any courses still needed to satisfy the St. Joseph's College Core Curriculum, as outlined in the current catalogue.

To complete requirements for the Baccalaureate degree, the student is responsible for any core requirements still outstanding; a major of 30 credits; any other requirements of the major; and a total of 128 credits, of which a minimum of 90 must be in the liberal arts for a B.A. degree.

Ordinarily, the minimum residence requirements for a St. Joseph's degree is three semesters, or 48-50 credits. Students who transfer to SJC as juniors are usually expected to complete their course and credit requirements at St. Joseph's College.

For students desiring to matriculate for their senior year, an interview will be required with the Academic Dean as well as with the Director of Admissions to determine the educational desirability of such a transfer.

APPLICANTS FOR SCHOLARSHIPS AND AWARDS

High School Seniors: For scholarship consideration, the College requires that all forms (SJC application, high school transcript, and SAT results) be received by the Admissions Office before March 15 for the Fall semester and January 1 for the Spring semester.

SCHOLARSHIPS AND GRANTS

St Joseph's College has an extensive Scholarship and Grant Program. Criteria for scholarship eligibility are determined by the college's scholarship committee and are reviewed each year. A list of scholarships may be found on pages 23–24.

Eligibility for a scholarship or grant is based on a combination of factors including GPA, SAT scores, high school achievements, rank in class, letters of recommendation and personal statements.

Transfer Students are also eligible for Academic Achievement Scholarships. A minimum GPA of 3.0 is required for consideration.

TRANSFER APPLICANTS FOR SCHOLARSHIPS AND AWARDS

The College requires that all forms (SJC application and transcript(s)) be received before August 1 for the Fall semester and January 1 for the Spring semester.



STATEMENT OF COSTS 2005-2006

A remittance of \$25 is payable when the application for admission is filed. The application fee is a service fee and is in no case returnable.

Annual Tuition and Fees

FULL-TIME STUDENTS

| | |
|-----------------------------|--------------------|
| Tuition-July to June | \$11,854 per year |
| College Fee | \$125 per semester |
| Mandated Accident Insurance | \$6 per semester |
| Student Activities | \$120 per year* |
| Technology Fee | \$75 per semester |

*This fee is levied by the Student Council for the support of student organized activities.

PART-TIME STUDENTS

| | |
|-----------------------------|--------------------|
| Tuition | \$382 per credit |
| College Fee | |
| 1 to 7 credits | \$13 per credit |
| 8 to 11 credits | \$96 per semester |
| Mandated Accident Insurance | \$6 per semester |
| Student Activities | \$30 per semester* |
| Technology Fee | |
| 1 to 7 credits | \$40 per semester |
| 8 to 11 credits | \$75 per semester |

*This fee is levied by the Student Council for the support of student organized activities.

NON-MATRICULATED STUDENTS

(Taking less than 12 cts./semester; if more than 12 cts. see full-time student rates)

Total tuition charges and fees must be paid at registration.

| | |
|--------------------|------------------|
| Tuition | \$382 per credit |
| Registration Fee | \$20 |
| Insurance Fee | \$6 per semester |
| College Fee | See Part-Time |
| Student Activities | See Part-Time |
| Technology Fee | See Part-Time |

Special Fees

| | |
|---|----------------------|
| Laboratory fee | \$20-\$75 per course |
| (Bio, Chem, Physics, Psychology, Studio Art—Consult course listing for specific fee.) | |
| Graduation fee | \$125 |
| Late Registration fee | \$25 |
| Make-up examination fee | \$25 |
| Change of program (each form) | \$20 |
| Child Study Program fee | |
| (Junior Year-Second Term) | \$50 |
| Transcript | \$5 |
| Identification card | \$5 |
| Parking Fee | \$50 per semester |
| (payment of this fee does not guarantee a spot) | |
| Tuition Extension Fee | \$25-100 |
| Orientation Fee | \$50 |

TUITION POLICY

Full-time students accepted for admission must make a tuition deposit of \$250 and part-time students \$75 at the time of registration. The deposit is not refundable, but it will be credited toward the first term's tuition. This deposit is only good for two years from the time the deposit is made.

A student's bill for tuition and fees is based on the number of credits for which a student intends to register, less applicable financial aid or scholarships for that semester. Scholarships or student aid may only be subtracted if all related applications and other information have been submitted on a timely basis. Payment of the remaining balance constitutes "Clearance" by the Business Office.

Bills for the semester must be cleared by the Business Office before students may attend class. Students who do not receive financial clearance from the Business Office will not be officially registered at the College for that semester. Students may not enroll for a successive semester until their accounts have been completely satisfied.

St. Joseph's College makes available several tuition financing options through our tuition deferment programs. The two monthly budgeting programs the College offers are Tuition Management Systems and Academic Management Services. Basically, these programs are designed to afford students the opportunity to pay their educational expenses in monthly installments. Students may elect to contract with either of these services for a nominal initial participation fee prior to or at the beginning of each new academic year. Students interested in either of the two plans may obtain brochures and applications in the Business Office. Additional information may be obtained by calling AMS at 1 (800) 635-0120 and the TMS at 1 (800) 722-4867.

The accounts of students who are unable to pay what is owed by the first day of class (other than those who are enrolled with either the Tuition Management Systems or Academic Management Services), will automatically default to St. Joseph's College Tuition Extension Agreement. Unlike the other two deferment programs, under St. Joseph's College Tuition Agreement, a finance charge will be assessed.

Questions regarding the College's tuition policy, should be addressed to the Bursar Suffolk Campus at (631) 447-3270.

STUDENTS WHO FAIL TO COMPLY WITH THESE REGULATIONS WILL BE SUBJECT TO SUSPENSION UNTIL THE REQUIREMENTS ARE MET.

20 Admissions and Finances

FLAT-RATE. The flat rate for tuition covers 33 credits per academic year. In this way, the College's requirement of 128 credits can be achieved in eight terms. Full-time students—those taking at least 12 credits—are charged the flat rate of \$11,854 per academic year. Inter-session and Summer Session courses are not included within the flat-rate tuition. Full-time students who take more than 33 credits per academic year will be charged \$382 for each additional credit. Up to 18 of the 33 credits may be taken in one semester without an additional charge.

PER CREDIT. Part-time students – those taking fewer than 12 credits – are charged \$382 per credit.

Neither a transcript nor a diploma will be issued until all financial obligations are settled. The College reserves the right to alter tuition charges and fees when such changes become necessary.

WITHDRAWAL FROM A COURSE OR FROM THE COLLEGE: TUITION REFUNDS

Full-time students who receive permission to withdraw from a single course are not entitled to a refund, unless the withdrawal involves extra credits, paid for by the point. In such cases, the student may ask for a refund of the extra tuition within the first four weeks of the term. Part-time students who withdraw from a course may also apply for a refund.

Withdrawal from the College may entitle a student to a refund of tuition but not of fees.

The percentage of refund will be determined according to the following schedule:

| <i>Withdrawal Effective</i> | <i>% of Refund</i> |
|---------------------------------|--------------------|
| Prior to beginning of term | 100% |
| Within First Two Calendar Weeks | 80% |
| Within Third Calendar Week | 60% |
| Within Fourth Calendar Week | 40% |
| Within Fifth Calendar Week | 20% |
| After Fifth Calendar Week | No Refund |

This schedule does not apply to the tuition deposit required of first time students. This deposit is not refundable. In the absence of written notification, the date of withdrawal is determined by the Dean.

Federal Title IV recipients should see the Return of Title IV Funds section of this catalogue on page 22.

Refunds of financial aid awards, student loans, etc., are not refundable until the actual funds have been received by the College and the student's eligibility for the funds has been determined.

A refund will not be granted to a student who is dismissed or who withdraws while under disciplinary action.

A student who feels that his/her individual circumstances warrant an exception to the College's refund policy may submit a written appeal for special consideration to the Controller, Ms. Georgeann Kelly. The Controller's decision is subject to appeal to the Chief Financial Officer, Mr. John C. Roth.

In order to initiate a request for a refund, a student must complete a Refund Application Form at the Business Office, or apply by mailing a written request bearing the student's signature to the Business Office after the fifth (5) calendar week into the semester.

It is necessary to allow for a minimum of 20 business days for processing the refund application and for preparing the refund check which will be mailed to the student.

SCHOLARSHIPS AND FINANCIAL AID PROGRAMS

All matriculating students, including transfer students, may apply for financial aid. Consideration for a scholarship or financial aid from St. Joseph's College is dependent upon making application and receiving official notification of acceptance into the College.

To be considered for a scholarship and/or other types of financial aid from government or College sources, the student should follow these procedures **each year**:

1. Complete the U.S. Department of Education Application for Federal Aid (FAFSA) designating St. Joseph's College, Brooklyn, NY as recipient. USDE Code 002825. www.fafsa.ed.gov
2. Complete the New York State Tuition Assistance Program (TAP) Application for full-time students. Part-time students should complete the NYS Aid for Part-time Study (APTS) Application. NYS Code 0755.
3. Complete the SJC Financial Aid Application.
4. Verify parent/student/spouse incomes by providing signed copies of federal/state tax returns to the Financial Aid Office. Complete any other verification requirements as requested.
5. Priority for certain financial aid programs will be given to students who adhere to recommended filing dates:

| | |
|---|-------------|
| Fall entering new students | February 25 |
| Fall entering transfer students | March 15 |
| Continuing students | April 30 |
| Spring entering students (new and transfers) | November 1 |

Student Aid Recipients: Rights and Responsibilities

Students who receive financial aid are responsible for finding out the number of credits they must carry/complete each term and the academic standards they must meet and maintain to be eligible for these pro-

22 Admissions and Finances

grams. Students are expected to maintain satisfactory academic progress and be making normal progress toward the completion of degree requirements. Federal financial aid recipients and College financial aid recipients should consult the Academic Standing section of this catalogue. New York State financial aid recipients should consult the NYS financial assistance section of this catalogue.

It is the student's responsibility to notify the Financial Aid Office, in writing, of the amounts and sources of any outside aid the student might receive (i.e., tuition reimbursement, private scholarship, etc.). Eligibility for various programs may be affected by a student's previous loan default and/or repayment owed to Pell Grant, SEOG, etc. If a student is convicted of any offense involving the possession or sale of a controlled substance, eligibility for Title IV aid will be affected.

Any student may request and receive an explanation of how his/her financial aid or refusal of it was determined. Most financial aid awards are based upon financial need as determined by need analysis methodology (Federal Methodology). There is, however, a distinction between eligibility for financial aid and availability of funds. Federal regulations mandate that the neediest students have priority for federal financial aid.

Return of Title IV Funds (Federal Funds)

Students who withdraw from the college may have to return a portion of their financial aid. This includes students who receive financial aid for personal expenses and who withdraw during the semester.

Calculation of Title IV assistance earned: To calculate the amount of Title IV assistance earned by a student, the school must first determine the percentage of Title IV assistance the student earned. Up through the 60 percent point in time, the percentage of assistance earned is equal to the percentage of the payment period of enrollment for which it was awarded that was completed as of the day the student withdrew. If the student withdrawal occurs after the 60 percent point, then the percentage is 100 percent. That earned percentage is applied to the total amount of Title IV grant and loan assistance that was disbursed (and that could have been disbursed) to the student, or on the student's behalf, for the payment period or period of enrollment for which it was awarded as of the day the student withdrew.

Excess funds returned by the school or student are credited to outstanding Title IV loan balances for the student or made on the student's behalf for which a return of funds is required. Excess funds must be credited to outstanding balances in the following order: Unsubsidized FFEL loans, Subsidized FFEL loans, Federal Perkins loans, FFEL PLUS LOANS. If excess funds remain after repaying all outstanding loan amounts, then the remaining amount is credited to grant programs in the following order: Federal Pell Grants, Federal SEOG, other Title IV assistance for which a return of funds is required.

Annual Student Budget: 2005-2006

The following estimated costs per academic year at St. Joseph's College are provided to help you in your financial planning.

Full-time tuition is \$11,854 per year. There is a college fee of \$250 per year; a mandated accident insurance fee of \$12 per year; a laboratory fee of \$20 to \$150 per lab course; a technology fee of \$150 per year; and a student activity fee of \$120 per year levied by the Undergraduate Association for the support of student organized activities. All costs are subject to change.

Average dependent student expenses for "living at home" will be approximately \$1,600. Books and supplies will be about \$1,000, personal expenses about \$600 and transportation about \$1,000.

SCHOLARSHIPS

Criteria for scholarship eligibility and application procedures are available on request. Eligibility for scholarship is based on a combination of factors: SAT scores, high school achievement, rank in class, etc.

Board of Trustees Scholarship

The Board of Trustees of St. Joseph's College awards to an entering freshman student with an outstanding academic record a full-tuition scholarship annually on the basis of high school achievement and College Board Scholastic Assessment Test scores.

Blanche A. Knauth Scholarship

The Blanche A. Knauth full-tuition scholarship is awarded each year to an outstanding female student, in accordance with the terms of the Knauth Estate.

Sister George Aquin O'Connor Scholarship

The College has established this scholarship in recognition of Sister George Aquin's distinguished service as President of the College.

Presidential Scholarships

A number of full-tuition scholarships are offered each year to entering freshman students whose academic performance shows promise of above average college achievement.

Scholastic Achievement Awards

A number of Scholastic Achievement Awards up to \$7,000 per year are given to entering freshman applicants who demonstrate academic and personal qualities which would enrich the college community.

Academic Achievement Scholarships (for transfers)

Entering transfer students with a 3.6 cum or better (4 pt. scale) will be considered for scholarships of up to \$6,300 per year; up to \$4,500 per year with 3.2 or better; up to \$3,000 per year with a 3.0 or better. Certain conditions apply.

24 Admissions and Finances

The Mary St. John Murphy Scholarships

These are full and partial-tuition scholarships in memory of a distinguished alumna who supported scholarships during her lifetime.

The Doris Oshinski Powers Scholarships

This is an endowed scholarship maintained by a generous and appreciative alumna.

The Rt. Rev. William T. Dillon Scholarships

Through the generosity of friends and alumni, these partial scholarships are awarded in the name of a late President of the College.

St. Joseph's College Alumni Scholarships

St. Joseph's College Alumni Association offers scholarships to sons and daughters of alumni. If funding permits, other relatives of alumni are considered. Awards are based on achievement and/or financial need. Students wishing to apply must file an Application for Alumni Scholarship before March 1. Contact the Director of Alumni Relations, St. Joseph's College, 245 Clinton Avenue, Brooklyn, New York 11205 for an application.

Other Scholarships

Through the generosity of friends a number of scholarships are offered to deserving students. Unless special conditions are named by the donors, the only requirement governing the awarding of a scholarship is that the candidates shall have given evidence of high academic promise.

Unless otherwise stated, eligibility for any of the above scholarships or awards is contingent upon application and admission to St. Joseph's College and compliance with those regulations included in the Letter of Acceptance for such scholarships or awards. These regulations are available upon request. Scholarship awards are recommended by the St. Joseph's College Scholarship Committee.

Scholarships and Grants at St. Joseph's College
are underwritten in part by the following sources:

The Edith and Frances Mulhall Achilles Memorial Fund
Altman Foundation
Richard Barry Endowed Scholarship
Town of Brookhaven Industrial Development Agency's Endowed
Scholarship Fund
Sister Mary Florence Burns Scholarship Fund
Mary Butz Scholarship
The Louis Calder Scholarship
Class of 1964 Scholarship
Contributed Services—Sisters of St. Joseph
John A. Danzi
The Rt. Rev. William T. Dillon Memorial Scholarship Fund
Patricia Dyon Scholarship Fund
Sister Marie Clotilde Falvey Endowed Scholarship Fund
The Emilia Longobardo Govan Endowed Scholarship
Sister Joseph Damien Hanlon Scholarship
Laura Heiden Scholarship
Dr. Mary J. Huschle Endowed Scholarship Fund
Dorothy and Bernard Kennedy Scholarship Fund
King Kullen Grocery Co., Inc.
Blanche A. Knauth Endowed Scholarship
Mary St. John Murphy Endowed Scholarship
Edna Hall Murray Endowed Scholarship Fund
Dorothy Beck Panoff Fund
Doris Oshinski Powers Endowed Scholarship
Brooklyn Benevolent Society
The Roslyn Savings Foundation
Sister George Aquin O'Connor Endowed Scholarship Fund
Sister Joseph Immaculate Schwartz Scholarship Fund
The Nicholas Scoyni Endowed Scholarship
Stanley and Grace Spinola Endowed Sponsorship Fund
St. Joseph's College Alumni Scholarships

OTHER FINANCIAL AID PROGRAMS

GRANTS

St. Joseph's College Grants

Grants are determined on the basis of financial need, academic promise, special interests, and available funds.

If two or more members of a family are enrolled as full-time SJC students, a \$200 per year credit will be applied toward the elder student's tuition.

NEW YORK STATE FINANCIAL ASSISTANCE

Tuition Assistance Program (TAP)

Full-time matriculated students who have been residents of New York State for a year may be eligible to receive tuition assistance of up to \$5,000 per year (currently) depending upon the family's net taxable income, the number of full-time college students in the family, eligibility for varying schedules, and New York State funding.

New York State Scholarship for Academic Excellence

New York State scholarships designed to recognize high school achievement. Students may request information from the high school guidance office.

Child of Veteran Award

Applications may be obtained from high school guidance counselors or by writing to the NYS Higher Education Services Corporation. The award is \$450 per year.

Memorial Scholarships for Children of Deceased Police Officers and Firefighters

Applications may be requested from the NYS Higher Education Services Corporation. Award will pay tuition and nontuition costs of attendance, not to exceed amount of SUNY tuition and nontuition costs.

Aid for Part-Time Study (APTS)

Part-time matriculated students who have been residents of New York State for a year may apply for this grant program. APTS applications are available in the Financial Aid Office.

Information on all the above may be obtained by writing to the New York State Higher Education Services Corporation, Albany, New York 12255 or www.hesc.org

Satisfactory Progress Requirements for New York State Aid Recipients

St. Joseph's College must comply with regulations issued by the NYS Commissioner of Education concerning a student's academic standing and receipt of NYS aid.

Good academic standing for NYS aid consists of two elements:

1. Pursuit of program – a requirement that a student complete 50% of a full-time program each term in his/her first year of NYS aid; 75% of a full-time program each term in the second year of NYS aid; and 100% of a full-time program each term in the third and fourth years of NYS aid. The same percentages apply to students receiving Aid-for-Part-Time-Study (APTS).
2. Satisfactory academic progress – a requirement that a student accumulate a specified number of credits and achieve a specified cumulative grade point average each term. The chart that follows is for full-time students. Requirements for part-time students are pro-rated.

| Before being certified for this payment | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | ** 9th | ** 10th |
|---|-----|------|------|------|-----|-----|-----|-----|-----------|------------|
| A student must have accrued at least this many credits | 0 | 3 | 9 | 21 | 33 | 45 | 60 | 75 | 90 | 105 |
| With at least this grade point average | 0 | 1.00 | 1.20 | 1.30 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

****NOTE:** Only students in five-year programs, approved pursuant to Section 145-2.7 of the Regulations, are eligible for more than eight semesters of undergraduate awards.

28 Admissions and Finances

Students must meet both (1) the program pursuit requirements and (2) the satisfactory academic progress requirements in each term of payment in order to continue NYS aid eligibility. Students not complying with the above standards will have their eligibility re-established only after evidencing ability to complete successfully an approved program.

In extraordinary circumstances, a student may be granted a waiver of program pursuit and/or satisfactory progress requirements. This is available only once during a student's entire undergraduate career. For information about the process of filing for a waiver, please contact the Registrar. The Academic Dean reserves the right to grant or withhold the waiver.

Students should note that these Satisfactory Progress Requirements are for the purpose of New York State financial aid eligibility only.

Individuals with Disabilities

Students who suffer from a chronic illness, emotional problem, or who are physically disabled may be eligible for a grant which would help cover tuition and book fees. Contact the Office of Vocational and Educational Services for Individuals with Disabilities, New York State Education Department, Albany, New York 12230.

New York State Post Secondary Education Fund for Native American Students

Further information is available from Native American Education Unit, New York State Education Department, Albany, New York 12230.

FEDERAL PROGRAMS (Title IV)

Federal Pell Grants

Pell Grants are awards to help undergraduates pay for their education after high school. Eligibility is determined by a standard formula, revised and approved every year by Congress, to evaluate the information reported when applying for a Pell Grant. The maximum award for 2005-2006 academic year is \$4,050.

Federal Supplemental Educational Opportunity Grants (SEOG)

A Supplemental Educational Opportunity Grant (SEOG) is an award to help undergraduates pay for their education after high school. It does not have to be paid back. Grants range up to \$4,000 depending on a student's financial need, availability of SEOG funds, and the amount of other aid a student is receiving.

Federal College Work-Study Program (CWSP)

The College Work Study Program (CWSP) provides part-time employment funds for college students who need financial aid to help meet college expenses. A student's CWSP award depends on financial need, availability of CWSP funds, and the amount of other aid a student is receiving. Students are paid by the hour.

Federal Perkins Loan Program

A Perkins Loan is a low-interest (5%) loan to help students pay for education after high school. Perkins Loan amounts depend on student financial need, availability of Perkins Loan funds, and the amount of other aid a student is receiving. Maximum Perkins Loan is \$4,000 per year as an undergraduate. Presently repayment of principal and 5% interest starts 9 months after leaving school. Students may possibly qualify for postponement or cancellation benefits.

*Federal Family Education Loan Program**Stafford Loans*

A Stafford Loan is a low-interest loan (variable interest rate) made to students by a lender such as a bank to help a student pay for education after high school. Stafford Loan annual limits are \$2,625 for first-year students, \$3,500 for second year students, and \$5,500 per year for undergraduates who have completed two years.

Applicants must complete the FAFSA and a Federal Stafford Loan Application for Federal Stafford Loans, whether subsidized or unsubsidized. Based on the student's financial need and the amount he/she wants to borrow, it is possible for a student to receive a Federal Stafford Loan that is totally subsidized, partially subsidized, or totally unsubsidized.

Additional unsubsidized Federal Stafford Loan funds are also currently available for independent students up to a maximum annual loan of \$4,000 for first and second-year students and \$5,000 for third and fourth-year students.

Federal Parent Loans for Undergraduate Students (PLUS)

Parents of full-time and half-time undergraduate students may borrow up to the full cost of education less other financial aid. PLUS loans do not qualify for interest subsidy. PLUS loans have a variable interest rate. A credit report will be required of all PLUS borrowers.

30 *Admissions and Finances*

Supplemental Security Income (S.S.I.)

S.S.I. may be available for students who themselves are disabled. Further information is available from the student's local Social Security office.

Federal Scholarship for American Indians

Further information is available from the United States Department of Interior, Bureau of Indian Affairs, New York Liaison Office, Federal Building, Room 523, 100 South Clinton Street, Syracuse, N.Y. 13260.

Other Federal Student Financial Aid Programs

A large number of special-purpose federal programs exist of a variety of types. The most authoritative reference for additional information is: Catalog of Federal Domestic Assistance, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

VETERANS INFORMATION

Veterans and Children of Deceased Veterans

St. Joseph's College is fully approved by the New York State Education Dept. as well as other agencies for college-level education programs for veterans under federal and state laws. Veterans and children of veterans who qualify desiring to pursue a course of study must present a Certificate for Education and Training.

Information concerning these programs may be obtained by contacting the Veterans Administration Office, 252 Seventh Avenue, New York, N.Y. 10001.

| |
|---|
| <p><i>Over 75% of SJC's undergraduate students receive funds from federal, state, or college sources.</i></p> |
|---|

Because this is a two-year Catalogue, some information may be out-of-date. Prospective students who have financial aid questions should call the Financial Aid Office at 718-636-6808.

STUDENT LIFE

In keeping with the College's objective of educating the whole person in an environment which permits the student to grow through self-direction and responsibility, the administration and faculty have granted the students a high degree of control over extra-curricular affairs. Moreover, the College Governance structure, especially through elected student representation on the College Advisory Council, encourages students to participate in college policy-making.

The College has a long history of faculty-student cooperation. It is hoped that through the sharing of mutual concerns, ideas, and problem-solving, the community that is St. Joseph's will provide students with emotional maturity so that they will reach their full potential as persons and give leadership in their immediate society and the larger communities of the nation and the world.

The student who is admitted to St. Joseph's College accepts the requirements and regulations stated in the College Catalogue and the Student Handbook, including the statement on Rights and Responsibilities, the Student Code of Conduct, and the Student Grievance Procedures. The College reserves the right to initiate due process for the dismissal of a student who fails to meet these standards.

STUDENT SERVICES

Student services, administered by the Dean of Students, are designed to create a climate in which students, while developing academically, can at the same time be encouraged to recognize and utilize their potential in every facet of their lives. Each of the services and activities provided is in some way designed to further student development and reflects a conviction that the College accomplishes its educational purpose only when students understand and strive to fulfill their needs and clarify their goals.

OFFICE OF THE DIRECTOR OF STUDENT SERVICES

The Office of the Director of Student Services is the center from which student activities are coordinated and administered.

New Student Orientation

Prior to the opening of each semester, a time is set aside for the orientation of new students. The program is planned to facilitate the adjustment to college life and includes conferences, course registration, career interest services, and social activities. Orientation is continued during the year through the Faculty Advisement Program as well as through activities, lectures, meetings with the academic departments and peer counselors, and the Freshman Seminar Series.

Student Government

The Undergraduate Association is composed of all students who pay the prescribed student activities fee. It is vested with all the powers granted by the faculty to the student body. The Senate, the legislative body, under the leadership of the Council, supervises all activities of the student body. It approves the annual budget drawn up by the Budget Committee and authorizes the expenditure of the remaining funds; it admits new organizations to the Undergraduate Association and approves the constitutions of all clubs and committees under its jurisdiction.

Student Activities

Students at St. Joseph's enjoy the intimacy of a small college and the advantages of the many cultural and recreational facilities of a large metropolitan city. Within the College, clubs and social affairs are initiated by the students according to their interests. Some of the more popular organizations are the Athletic Association, Dramatics, and Campus Activities Board. Social events include parties, athletic events and the annual Awards Dinner Dance.

Health

To be in compliance with New York State law and the regulations of the New York State Department of Health, all students born after January 1, 1957 must submit documentation of immunization against

measles, rubella, and mumps before they may attend class. The medical health form which students receive from the Admissions Office must be filled out by a doctor/health care provider and returned to Admissions. We further request that students make known any serious disability they may have so that, in the event of their sudden illness on campus, we may summon the proper care. This information will not be placed in their permanent records file. It will be available to the Director of Student Services or her delegate. Failure to register this information frees the College from any responsibility for special treatment in the event of illness.

The students are mandated to pay a fee for an accident insurance policy. Information as to the benefits and limitations of this policy may be obtained in the Office of the Director of Student Services. Advice on claims is handled by that office. Further, students may obtain, at their own expense, coverage through either Special Risk Consultants, Inc. or the Sentry Student Security Plan, administered by E.J. Smith & Associates, Inc. St. Joseph's College does not assume any obligation or responsibility in the administration of this program or the processing of any claims. Information may be obtained in the Office of Student Services.

Campus Security

Information on campus security procedures is provided in a brochure distributed to all members of the college community. The U.S. Department of Education maintains a crime statistics web site: <http://ope.ed.gov/security>.

Spiritual and Religious Development

The Office of Campus Ministry seeks to instill in the life of the college its core values, which are integrity, service, social responsibility, intellectual and spiritual values. Through our community outreach and reverence for the sacred, Campus Ministry participates in the creation of a world with respect and dignity for all. Faculty, staff, and students are invited to participate in ecumenical services, Eucharist celebrations, film discussions, lectures, as well as outreach services to local and global communities in need, and fundraising activities for charitable organizations. Participation in all religious services is optional. The services of campus ministers of different faiths are available.

Credit for Co-Curricular Activities

Students may earn 1/2 academic credit per semester for a total of two credits toward the degree for participation in Art Club, Chapel Players (Dramatics), Men's/Women's Varsity Sports, and Yearbook. The Moderator of each activity will provide details.

OFFICE OF COUNSELING AND CAREER SERVICES

Through individual attention, students are assisted in understanding themselves, in evaluating their potential, and in planning their college course work in the light of past achievements, vocational and personal interests and special aptitudes. The office hopes to affirm and enhance the inner qualities of intelligence, values, abilities and skills which make each student an individual. All students may consult this office as often as their needs and interests demand. All freshmen are encouraged to schedule an interview during their first year.

Personal Counseling

The office seeks to enhance the inner self worth of students by providing an atmosphere of respect and openness toward the entire student population. The Counseling Office is available for short-term confidential counseling. Referral services are made available when a need is indicated or a request is made.

Career Counseling/Graduate Study Information

Career counseling is undertaken in conjunction with the departments. Career information is kept current and is available to students in this office through the career library, in-house publications, and Internet access. An individual may request exploratory interest testing.

The Director of Counseling and Career Services offers two one credit courses in career education open to all students. Full descriptions of the courses may be found in the Career Education section following the Education Department listings.

The Office serves as a resource for graduate school information: catalogs, program offerings and monies available for graduate study. Information may be obtained about such qualifying examinations as MCAT, GRE, LSAT and GMAT. Consultation is available here as well as through departmental offices.

Academic Counseling

Although the Academic Dean is primarily responsible for the supervision of the academic climate and development of students, academic counseling is also shared by chairpersons and members of the departments, the faculty advisors, and the Office of Counseling and Career Services. Each student is assigned to a faculty advisor. The Committee on Academic Development may also give attention to individual students.

Placement

Inquiries for full and part-time employment are handled through the Office of Counseling and Career Services. Guidance is given to students regarding job application and placement. Instruction is given to students regarding resumes and interviewing.

Services for Students with Disabilities

The Director of Counseling and Career Services acts as the Coordinator of Services for Students with Disabilities. The Director provides information and counseling to qualified students and works with students and faculty to ensure that appropriate academic adjustments are provided. Students should consult the brochure “Information for Qualified Students with Disabilities” for further information.



ACADEMIC LIFE

The administration and faculty recognize the college years as particularly crucial in the personal development of each student. A strong liberal arts program provides a humanistic reference point from which students can explore contemporary issues, moral values, and career opportunities. Through the study of influential ideas and actions, and through interchange with faculty and other students, each student has the opportunity to grow not only intellectually but as a total person. The synthesis, of course, rests with the student.

Students are encouraged to take advantage of the opportunities in a small college for extra-curricular involvement and committee participation, as well as for ongoing dialogue with faculty in the major department. In this way, students can help to create the ambience of their academic lives.

The academic year consists of the fall and spring semesters, and optional summer session and intersession in January. The Calendar appears at the beginning of this catalogue.

DEGREE PROGRAMS

St. Joseph's College offers the following degree programs, which are registered with New York State Education Department.

BACHELOR OF ARTS in Biology, Chemistry, Child Study, English, History, Human Relations, Mathematics, Psychology, Social Science, Spanish, Speech. Students applying for the B.A. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 90 of which must be in the liberal arts. Those who wish to teach on the elementary or secondary level will also follow the programs approved for teacher certification.

BACHELOR OF SCIENCE in Biology, Chemistry, Mathematics, and Computer Information Systems. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts. Those who wish to teach on the secondary level will also follow the programs approved for teacher certification.

BACHELOR OF SCIENCE in Business Administration. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Business Administration with a major in Accounting. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Public Accountancy. This program leads to a double major in Accounting and Business Administration and prepares for the C.P.A. exams. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 150 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Recreation. Students applying for the B.S. in Recreation must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts. At present at the Brooklyn Campus, only upper-division courses for this program are offered.

BACHELOR OF SCIENCE in Community Health and Human Services, General Studies, Health Administration, and Organizational Management. Administered by the School of Adult and Professional Education,

these degree programs are designed especially for adults with non-traditional academic backgrounds or with professional training and experience. Of the 128 credits required for the degree, at least 60 must be in the liberal arts. The degree program in Organizational Management is also offered in an online format.

BACHELOR OF SCIENCE with a major in Nursing. Administered by the School of Adult and Professional Education, the nursing degree program, accredited by the National League for Nursing Accrediting Commission, is designed specifically for registered nurses. The curriculum consists of 128 credits, which includes lower-division course requirements and upper-division courses. At least 60 credits must be in the liberal arts.

For details, contact the School of Adult and Professional Education at either of the following:

St. Joseph's College
245 Clinton Avenue
Brooklyn, N.Y. 11205
(718) 399-0068

or

St. Joseph's College
Suffolk Campus
155 W. Roe Boulevard
Patchogue, N.Y. 11772
(631) 447-3250

For all degrees, a cumulative index of 2.0 is required, as well as an index of 2.0 in the major (higher, if so indicated by the major department.)

MASTER OF ARTS in Literacy and Cognition. The program addresses the challenges of teachers in the area of Literacy and Cognition. Students will examine issues in literacy from cognitive, cultural, political, instructional, and social perspectives and will have opportunities to apply teaching strategies for reading and writing, as well as diagnostic and prescriptive techniques, in clinic and classroom settings.

The thirty-six credit program consists of twelve credits of core courses and twenty-four credits of courses that link literacy instruction to the New York State Learning Standards on the level of birth through grade six. This part-time program leads to New York State Certification in Literacy–Birth to Grade 6. To complete this program successfully, students must maintain a B average.

MASTER OF SCIENCE in Management. Administered by the School of Adult and Professional Education, the 36 credit curriculum consists of a 24 credit core in Management plus a 12 credit concentration in Organizational Management, Health Care Management, or Human Resources Management. See *Executive Master of Business Administration*.

EXECUTIVE MASTER of Business Administration. Administered by the School of Adult and Professional Education, the curriculum consists of a

36 credit concentration in Management.

Designed for working adults holding leadership positions in the public service, private, and non-profit sectors, the degrees offered through the Graduate Management Program have as their purpose the promotion of managerial effectiveness and the enhancement of human performance in organizations. Toward this end, the Executive MBA and MS in Management provide students with a theoretical grounding in the functional knowledge areas of management and with the opportunity to develop within themselves the abilities associated with superior managerial performance. To complete these programs successfully, students must maintain a B average.

MASTER OF SCIENCE with a major in Nursing. Administered by the School of Adult and Professional Education, this major—with concentrations in Clinical Nurse Specialist in Adult Health and Nursing Education, builds on the knowledge base and practice competencies of the baccalaureate-prepared nurse and prepares the graduate for advanced professional practice. To complete this program successfully, students must maintain a B average.

Graduates of the Clinical Nurse Specialist in Adult Health concentration will be eligible to take the appropriate certification examination offered by ANCC. The 38 credit curriculum consists of a 25 credit core, 10 credits in the concentration, and a three credit elective.

Graduates of the Nursing Education concentration will be eligible to sit for the National League for Nursing certification in Nursing Education. The 37 credit curriculum consists of a 25 credit core plus 12 credits in the concentration.

CORE CURRICULUM

The academic departments in the College which provide the courses included in the Core Curriculum represent the areas of human knowledge and culture deemed essential for a liberal education—that is, for free men and women who must assume responsibility for directing their own lives and contributing to national and international decisions. By grouping the departments under three broad headings, we have indicated the relationships of the various disciplines. To ensure some understanding of the values of each of these areas, we require all students to offer a core of courses for the degree, according to the following general plan. These courses may be taken at any point during the first three years at which students feel most ready or at which they recognize the need.

The Core Curriculum seeks breadth and balance.

Breadth: The primary effort is to ensure that students have some understanding of all major areas of knowledge. Core courses serve as an entry into a discipline and provide understanding of the scope and methodology of the discipline.

Balance: The faculty have emphasized the need for balance in the curriculum by designating a given number of courses to be taken in each of the major divisions.

All students must take one course in English Composition. This course is in addition to the sixteen courses to be taken from the following three divisions.

Child Study majors should consult the Department for specific course requirements.

HUMANITIES

All students will take EIGHT courses in the humanities; at least SIX of the following subject areas must be represented:

Art

Classical Studies—history, literature, philosophy of Greece
and Rome

English or American literature

Modern language and literature—French, Italian, or Spanish,
in the original or in translation.

Music

Philosophy

Religious Studies

Speech Communication

- N.B. 1. Students who take one of the prescribed core courses in Art and/or Music may also offer one studio course in art and/or music toward the Core Curriculum.
2. The following courses may be offered toward the general Humanities requirement of the Core Curriculum (but not toward the required six areas):
- Humanities 101—Ascent of Man
 - Humanities 102—The Cathedral of Bourges
 - Dance 101—Modern Dance
 - Dance 103—Dance Through the Ages

HISTORY AND SOCIAL AND BEHAVIORAL SCIENCES

Three courses representing THREE areas:

- 1 in the field of history
- 2 from the offerings in
 - Anthropology
 - Economics
 - Political Science
 - Psychology/Child Study
 - Sociology

NATURAL SCIENCE AND MATHEMATICS

Three courses including:

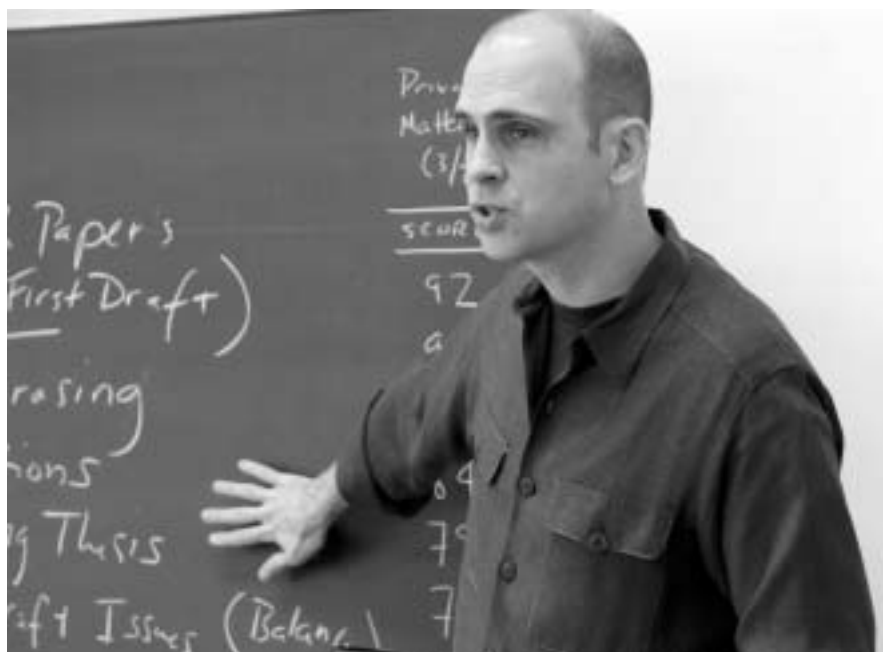
- 1 in a laboratory science (biology, chemistry, physics)
- 1 in mathematics (not a computer course)
- 1 in either mathematics (including computer) or science (not necessarily laboratory)

Students who plan to major in one of the sciences, mathematics, computer information systems, business administration, accounting, or psychology should take, in freshman year, the introductory courses which will prepare them for the sequence required within the major.

ADDITIONAL COURSES

All students will take TWO additional courses. These courses may be taken in the same curricular division or in different divisions (i.e., in Humanities, History and the Social and Behavioral Sciences, and in the Natural Sciences and Mathematics).

No student may offer more than THREE courses in any one area to satisfy the core curriculum requirements (for example, no more than three courses in art or history or biology or mathematics).



MAJORS

Each student develops depth by choosing one of the major academic areas for intensive study. Under the guidance of the Chairperson of the Department, the student will select courses for a total of at least 30 credits in accord with departmental requirements. (N.B. In some instances, courses offered to satisfy the core requirements may also be offered toward the major.)

ELECTIVES

In addition to the core curriculum and major area, students also choose courses which support their majors, broaden their interests, or advance their educational and career goals.

MINORS

Some students have a number of free electives. These may be used to develop a minor, a second area of specialization. A minor requires the successful completion of 18 credits or six courses; specific requirements are listed in the departmental section of the catalogue. Minors are not required for graduation.

CERTIFICATE PROGRAMS

These programs offer students the option of combining courses in their major field and/or electives in order to develop knowledge and skill in a particular area oriented to a career interest. Students may wish to consult the catalogue sections on Certificate Programs.

PLANS OF STUDY

Liberal Arts Programs. A broad general education, including core curriculum, major field, and electives, is still considered the best possible preparation for life. The intellectual skills involved help the student to develop the adaptability needed in a rapidly changing society. This educational program may be combined with career orientation for one of the following professions.

Medicine and Dentistry

Those students who are interested in applying to schools of medicine or dentistry are advised to meet the requirements of the American Association of Medical Colleges or the American Dental Association. The basic requirements of these schools include one year each of English, general biology, general chemistry, organic chemistry, physics,

and mathematics. Some schools have other specific requirements.

Although any major is acceptable if these requirements are met, pre-medical students are usually advised to major in biology or chemistry in order to assure the firm foundation in the sciences which will be required in their future work. They will be assisted by the Health Professions Committee in planning their program in the light of their individual interests and of the schools to which they intend to apply.

Health-Related Professions

Two year programs preparatory to the pursuit of physical therapy, occupational therapy, and other health related professions are available. Students who wish to transfer to other colleges for these programs are responsible for learning the requirements for admission. Special advisors assist students in these programs in their course selection.

Business

For students who plan to enter the world of business, there are two possible routes. The first is to major in Business Administration or Accounting. The Chairperson of the Business Administration and Accounting Department advises students planning a career in Business. The second route is to major in one of the liberal arts or sciences for the Bachelor of Arts degree and to take an additional sequence in Business.(See certificate programs, page 205.)

Teaching

Early Childhood, Childhood, and Special Education. A liberal arts course of study including the core curriculum, Child Study major, area of concentration, and electives, for students who wish to prepare to teach in early childhood, childhood, early childhood with disabilities, or childhood with disabilities. To follow this program, which has been approved for teacher certification in four areas by the New York State Education Department, students should elect Child Study as a major before the completion of the freshman year. At the same time, they should choose an area of concentration of 30 credits (English, History, Human Relations, Mathematics, Psychology, Science, Social Science, Sociology, Spanish, Speech Communication).

This plan, which is under the direction of the Chairperson of the Child Study Department, provides students with the opportunity for observation and practicum experiences in the Dillon Child Study Center, and for student teaching at the elementary level and in special education.

Adolescence Education. A liberal arts course of study, including the core curriculum, the major, and electives for students who wish to prepare to teach on the secondary level (grades 7-12). They follow a program which has been approved for teacher certification by the New York State Education Department. The sequence of courses, including stu-

dent teaching, necessitates that students select this plan early in their college careers. This plan is under the direction of the Chairperson of the Education Department.

Teacher Education Program Statistics. The pass rates for St. Joseph's College Brooklyn students taking the New York State Teacher Certification Examinations in 2003–2004 are as follows. Of the 59 students who took the ATS-W (Assessment of Teaching Skills–Written), 59 passed, for a pass rate of 100%; the statewide pass rate was 99%. Of the 59 students who took the LAST (Liberal Arts & Sciences Test), 59 passed, for a pass rate of 100%; the statewide pass rate was 98%. Of the 49 students who took Academic Content Area Tests, 43 passed, for a pass rate of 88%; the statewide pass rate was 94%. Of the 45 students who took the Students with Disabilities Test, 29 passed, for a pass rate of 64%; the statewide pass rate was 86%. The summary total pass rate for 59 students was 71%; the statewide pass rate was 96%.

The total enrollment in teacher education programs in Fall 2003 was 119. The average number of hours of supervised practice teaching required for those in the programs was 370. The faculty-student ratio in supervised practice teaching was 1–8.

Library Work

Any liberal arts major prepares for graduate work at an accredited library school. For specific requirements, consult the catalogue of the graduate school of your choice.

Law

Students interested in studying law may select any major which will assist them to develop their capacity for comprehension and expression in words, for critical understanding of the human institutions and values with which the law deals, and for creative power in thinking. A Pre-Law Committee advises students.

Social Work

Those desiring social work as a career often choose Sociology or Psychology as a major. However, no specific major is required for admission to graduate programs as long as there is a concentration in the behavioral and social sciences. Within the Sociology Department, there are two courses which are recommended to interested students. One is an introduction to the field of social work, and the other is a supervised field experience in a social work setting. With a liberal arts background, graduates can qualify as case aides or case workers in many different settings such as probation, social services, and youth services. While employed as case aides, students often pursue graduate study in order to qualify as social workers.

Other Fields

The Chairpersons of Departments will discuss with students career opportunities related to their subject areas.

ACADEMIC ADVISEMENT & PROGRAMMING

Much of the success of our academic program stems from the interest of the faculty in the individual student. Opportunities are provided in the spring term for prospective freshmen to discuss their interests and possible majors with the Chairpersons of Departments before drawing up their programs. Conscious of the diversity and individualization in high school programs, the Chairpersons guide these students in choosing courses which will best articulate with their high school backgrounds. During the freshman year, all students are assigned to an academic advisor—one from their major field if that is known, or an exploratory advisor if they are uncertain about their plans. Freshmen meet their advisors at least four times during the year to discuss their academic and career goals and to consult regarding their choice of courses at registration. In consultation with their advisors, students assume the responsibility for selecting the courses that will enable them to earn a degree.

The Registrar issues bulletins concerning the procedures and dates for declaring the choice of a Major and Plan. Once students have declared a major, the Chairpersons of the Major Departments become their chief academic advisors. (For Change of Major or Plan, see Academic Policies.)

Although Chairpersons and faculty members are always willing to discuss educational goals and progress with individual students, all undergraduates are responsible for following the directives issued by the Registrar concerning the formal period of advisement and registration. At these times, students should consult the Chairpersons of Departments and Directors of Plans about their choice of courses for the following term. Ultimately, each student is responsible for choosing and completing courses that fulfill the requirements for a degree from St. Joseph's College.

COURSE LOAD. Full-time students may carry sixteen credits per term. Students beyond freshman year may take up to eighteen credits with the approval of the Major Chairperson. For more than six courses or eighteen credits in one semester, the permission of the Academic Dean is required (See Tuition Policy, page 19.)

PASS/NO CREDIT OPTION. To encourage exploration and experimentation in curricular areas, the faculty has provided that juniors and

seniors may take ONE COURSE PER SEMESTER or during Intercession or Summer Session on an Index-Free basis (i.e., the grade is not computed in the index). Students may not take more than a total of four courses Pass/No Credit.

Courses required either by core curriculum or by the student's major department, minor, or area of concentration may not be elected on this basis. Students may have the first three weeks of the term in which to indicate that they wish to take this option (or in the case of a Summer Session or Intercession course, before the fourth class). No changes, either to Pass/No Credit or back to letter grade, may be made after that time. Grades assigned are P or NC (Pass or No Credit).

INDEPENDENT STUDY. Certain courses, indicated in the department offerings as 2 or 3 credits, lend themselves to guided independent study. Because the requirements for the additional credit change the scope or depth of the course, students must register the option at the time of registration.

Several introductory courses provide opportunities for interested students to do independent work. Some advanced courses are structured to encourage students to work independently on individual research.

REPEATED COURSES. A student who receives an unsatisfactory grade in a course specifically required for the degree, for the major, or for a certificate program may request departmental approval to repeat the course. Although the grade of F is the only one for which credit is not given, departments may require a grade of C or better for satisfactory completion of certain departmental requirements. In such cases, the Chairperson may permit the student to repeat a course in order to demonstrate mastery of the subject. Both the original grade and the repeated grade will appear on the transcript. Credit will be given only once for the course, and only the most recent grade will be calculated in the index.

AUDITING COURSES. Matriculated students may audit courses with the consent of the instructor and the permission of the Academic Dean. Non-matriculated students pay the regular tuition for this privilege. No credit is given for audited courses, and no records are kept.

ONLINE COURSES. Several departments offer one or more courses in an online format. The course schedule indicates the online offerings for each semester. Online courses are restricted to sophomores, juniors, and seniors; major departmental approval is required. Only one online course is allowed per semester. The PASS/NO CREDIT option is not allowed. Students must have a minimum GPA of 2.7. Students must have basic computer skills, including word processing and experience using the Internet, and must have access to a PC with Windows 95 or higher operating system.

ACADEMIC SUPPORT SERVICES

WRITING CENTER. Located in the first floor reference room of the library and staffed by faculty, the Writing Center provides individual assistance to students who wish to improve their writing or who are referred by faculty. The schedule of the Center is posted, and students may make appointments or drop in. All students are encouraged to make use of the services of the Center.

ACES. The Academic Center for Enhancement Services, ACES, is located on the first floor of St. Angela Hall in the MaryGrace Calhoun Dunne Center. The Center offers a wide range of services to students for whom English is a second language. In addition to offering special courses for a freshman cohort, the Center staff is available to provide individual assistance to students at all levels.

MATH LAB. Entering students who need help in mathematics are offered a special workshop during their first semester. Additional assistance is provided by faculty to students at upper levels.

PEER TUTORING. All students may take advantage of the free peer tutoring program. Staffed by qualified students, the tutoring program provides individual assistance. Appointments may be made through the Dean's secretary in the Main Office.

ACADEMIC POLICIES

ACADEMIC INTEGRITY. In common with all colleges and universities engaged in the search for knowledge, St. Joseph's College is committed to high standards of academic honesty. Moreover, as a college whose motto is "Esse non videri: To be, not to seem," St. Joseph's has a long-standing tradition of considering integrity as a primary value.

The College expects students to observe academic integrity in all aspects of their academic life, including the conduct of their examinations, assignments, and research. All members of the college community share the responsibility for creating a climate of academic integrity, based on fairness to others and respect for oneself.

Violations of academic integrity are treated very seriously. Policies and procedures for violations of academic honesty are explained in detail in the **Student Handbook**.

ATTENDANCE. Students are expected to attend regularly and punctually all classes in which they are registered. Because active participation is considered vital to the educational process, class work constitutes 60-75% of the final grade in the course. Students who must be absent for an extended period of time are urged, therefore, to contact the individual professors or the Academic Dean concerning classwork, assignments, and announced quizzes.

At the same time, the faculty recognizes that on occasion students cannot be present. Because the faculty has confidence in the maturity of the student body and recognizes the personal growth which comes through responsible freedom, the faculty has vested all members of the student body with personal responsibility for their attendance.

The faculty wish to emphasize, however, that students are equally responsible with them for creating a climate of inquiry and sharing. True education results only from active involvement in the learning process.

CHANGE OF MAJOR OR PLAN. A student who wishes to change major or plan must obtain, on a form furnished by the Registrar, signatures of the Chairpersons of Departments involved, and of the Academic Dean. Change of major or plan should be effected before the period of programming for the following term.

CHANGE OF PROGRAM. Once programs have been filed with the Registrar, students may make changes only after consultation with their Advisor. Students will not be permitted to enter courses after the first week of the term. A fee of twenty dollars is charged for each change of program and a fee of twenty-five dollars for late registration. (When the change is initiated by the Committee on Academic Development, there is no fee.)

If a course is cancelled, the students affected will be notified. There is no fee for the change of program.

WITHDRAWAL FROM COURSES. A student who wishes to withdraw from a course in which he or she is registered, should obtain the official form from the Registrar, and follow the procedure outlined. Ordinarily, withdrawal may take place up to the midpoint of the term; thereafter, only for a most unusual reason and with the approval of the Academic Dean. A fee of twenty dollars is charged. For students on the flat rate, no tuition refund will be made. (See Statement of Costs.) Students are advised to investigate the implications of withdrawing from courses on their eligibility for financial aid.

A student who does not withdraw officially from a course continues on the class register and must satisfy the requirements of the course.

COURSES AT OTHER COLLEGES. Matriculated students who have reason to take courses for credit at another college, should obtain from the Registrar's Office a form for permission to take courses at another college and follow the directions. The procedures include consultation with the appropriate Chairpersons of Departments and the approval of the Academic Dean. The College reserves the right to limit the number of such courses. Upperclass students may not take courses at Junior or Community Colleges.

When the courses have been completed, students are responsible for

having an official transcript sent to the Registrar. Although the grades are not entered on the transcript nor included in the cumulative index, no credit will be allowed for a course with a grade below C-. (For Transfer Student Policy, see Admissions.)

ACADEMIC STANDING. St. Joseph’s College accepts for matriculation only those students whom the College believes capable of completing the requirements for the degree. Since students may experience difficulty at some point, however, they should consult, early enough in the term for practical assistance, the class instructor and/or the Chairperson of the Department, the Director of Counseling, their Academic Advisors, or any other faculty members. Students are advised to investigate the implications of academic standing on their eligibility for financial aid.

Satisfactory Progress is ordinarily represented by an index of 2.0. Students with indexes below 2 are evaluated by the Academic Development Committee. Basing their judgment upon the students’ tested potential, previous academic background, and calculated estimation of improvement, the Committee may permit students to continue in the college in good standing, under the guidance of academic advisors, for a stated time, thus giving them a chance to succeed. However, this does not automatically mean that such a student is eligible for financial aid. Such students should consult the Financial Aid section of this catalogue, the Registrar, and the Director of Financial Aid to determine their continued eligibility for financial aid.

Full-time students are expected to complete their BA/BS degree within eleven (11) semesters at the minimum progress level outlined below:

| At the end of this semester | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|----|----|----|----|----|----|----|-----|-----|-----|
| Full-time students must have successfully completed at least this # of credits | 8 | 20 | 32 | 44 | 56 | 68 | 80 | 92 | 104 | 116 | 128 |

Part-time students (those enrolled for less than 12 credits per semester) must complete their BA/BS degree within twenty-two (22) semesters at the minimum level outlined below:

| At the end of this semester | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|---|----|----|----|----|----|----|----|----|----|
| Part-time students must have successfully completed at least this # of credits | 4 | 8 | 14 | 20 | 26 | 32 | 38 | 44 | 50 | 56 | 62 |

Cont. . . .

| | | | | | | | | | | | |
|---|----|----|----|----|----|----|-----|-----|-----|-----|-----|
| At the end of this semester | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Part-time students must have successfully completed at least this # of credits | 68 | 74 | 80 | 86 | 92 | 98 | 104 | 110 | 116 | 122 | 128 |

The following will not be considered as credits successfully completed: “F” grades, “I” incompletes, “AB” absent from final exams, “WD” withdrawals. Courses that are repeated will count in the calculation of completed hours earned if the student receives a passing grade. Both the original grade and the repeated grade will appear on the transcript, but only the most recent grade will be calculated in the cumulative index. Credit for the course will be given only once. Only the last repetition of a course will be considered toward the number of credits successfully completed.

A transfer student, as any other student enrolling at the College for the first time, may initially be assumed to be maintaining satisfactory progress. Following this initial presumption of progress, the College will use the number of hours accepted as transfer credit from the previous institutions to place that student within its time frame. For example, a student who is accepted at the junior class level based on 60 transfer credits earned at other institutions would be placed at the fifth semester time frame.

At the end of each semester, the Registrar reviews the record of every student and refers to the Committee on Academic Development those who have failed to maintain an index of 2.0 and/or who have failed to complete successfully the minimum number of credits for their enrollment status (FT or PT). The faculty members, with the Academic Dean, Director of Counseling, and Registrar as consultants, endeavor to determine the causes of the academic difficulty and recommend adjustments in program for the following term. The faculty members of the Committee serve thereafter as special advisors to those students who have been referred to them.

Full-time students who, at the end of a semester, have not achieved an index of 2.0 or higher, and/or who have failed to complete successfully the minimum number of credits for their enrollment status, may not take more than 12 credits the following semester. Part-time students may not take more than 6 credits the following semester without special permission of the Academic Dean. Although the Committee on Academic Development reviews each case individually, students who continue to achieve below the required index of 2.0 and/or who have failed to complete successfully the minimum number of credits for their enrollment status will be advised to withdraw. Students who have been asked to withdraw may represent to the Academic Dean, in person or in writing, any relevant circumstances.

REINSTATEMENT. A student who has been asked to withdraw because of unsatisfactory progress may apply to be readmitted to the College. The procedure requires a written request, assessment of previous academic record and of potential, evidence of increased motivation, possible retesting, and approval of the Chairperson of the Major Department and the Academic Dean.

A student who has been reinstated is responsible for finding out the conditions, if any, which must be satisfied in order to obtain financial aid.

EXAMINATIONS. Final examinations are held at the end of each semester. Exceptions to this procedure require the approval of the Dean.

Real emergency such as illness is the only excuse for absence from an examination. A student who is absent from a final examination must call the Registrar on the day of the exam, giving the reason for the absence. Within one week, the student must write to the Academic Dean, stating the reason for the absence and requesting a make-up exam. A fee of twenty-five dollars is required for each late examination. By faculty regulation, a special examination may be given no sooner than two months from the date of the originally scheduled examination. The dates for such examinations are listed on the academic calendar; the hours are specified by the Registrar. Students must take the make-up exam at the time specified. A student who is absent from a make-up exam will receive a grade of zero for the exam.

INCOMPLETE. If a faculty member believes that a student, for a serious reason, should be allowed additional time in which to complete the requirements of a course, the faculty member may file a form with the Registrar to this effect. It is the responsibility of the student for whom such exception has been made, to see that the completed work is submitted to the Registrar **NO LATER THAN** three weeks after the closing date of the semester.

EXEMPTIONS. Students who have achieved a minimal class average of A- in a course may, at the discretion of the professor, be exempted from the final examination in that course.

GRADES AND REPORTS. Transcripts of courses and grades are issued at the end of each term. The final grade in each course is based on the class mark, weighted as 60-75% of the total, and the final exam mark, weighted as 25-40%. Grades are interpreted as follows:

| <i>Quality</i> | <i>Grade</i> | <i>Percentage</i> | <i>Quality Points</i> |
|----------------|--------------|-------------------|-----------------------|
| Excellent | { A | 93.0 - 100.00 | 4.0 |
| | { A- | 90.0 - 92.9 | 3.7 |
| Good | { B+ | 87.0 - 89.9 | 3.3 |
| | { B | 83.0 - 86.9 | 3.0 |
| | { B- | 80.0 - 82.9 | 2.7 |
| Satisfactory | { C+ | 77.0 - 79.9 | 2.3 |
| | { C | 73.0 - 76.9 | 2.0 |
| Passing | { C- | 70.0 - 72.9 | 1.7 |
| | { D+ | 67.0 - 69.9 | 1.3 |
| | { D | 63.0 - 66.9 | 1.0 |
| | { D- | 60.0 - 62.9 | 0.7 |
| Unsatisfactory | F | Below 60.0 | 0.0 |

WD Student officially withdraws from a course; no grade penalty.

Pass/No Credit Basis

| | | | |
|----------------|----|----------|---|
| Pass | P | 60 - 100 | — |
| Unsatisfactory | NC | Below 60 | — |

LEAVE OF ABSENCE. Students who find it necessary to interrupt their studies temporarily may apply for a leave of absence. The procedures are the same as for withdrawal from the College. (See below.) A student who is granted such a leave is considered a matriculated student, although not registered for courses, and may return at the termination of the leave without reapplying for admission. A leave of absence may be maintained for up to two semesters. A student who wishes to return from a leave of absence must contact the Registrar 6–8 weeks prior to the start of the semester for advisement and registration. A student on leave who does not return after two semesters will be considered to have withdrawn.

WITHDRAWAL FROM THE COLLEGE. Students who plan to withdraw from the College should consult the Academic Dean and then file an official withdrawal form. All financial obligations to the College must be fully paid before a student may withdraw or graduate in good standing. In addition, a student who has received a scholarship or loan must have an exit interview with the Financial Aid Officer. (See Financial Aid Program.) It is important for financial aid purposes that the last date of attendance be officially recorded. The Administration of the College may require the withdrawal of any student whose academic record or conduct is judged unsatisfactory. St. Joseph's College is under no obligation to readmit students who have withdrawn from the College or who have been asked to withdraw.

STUDENT RETENTION AND GRADUATION. Of the 89 students who entered St. Joseph's College (Main Campus) as full-time freshmen in September 1998, 85% were still enrolled in September 1999, 83% in September 2000, and 80% in September 2001. Of the original group, 67% graduated in June 2002 after eight semesters. Additional students graduated in June 2003, bringing the percentage of the original group to graduate to 76%. These figures refer only to students enrolled in the School of Arts and Sciences at the Main Campus and do not reflect transfer students who joined the group at a later point. Retention and graduation figures for the Suffolk Campus and for the School of Adult and Professional Education are published in their respective catalogues.

HONORS

DEAN'S HONOR LIST. At the beginning of each term, the Dean publishes the names of those students who in the previous academic semester attained an index of 3.65 or higher. Part-time students who attain an index of 3.65 or higher in units of 15 consecutive credits are eligible for the Dean's List and must apply to the Registrar. (All courses in a given semester must be included, even if this brings the total number of credits above 15.) This list is posted on a special bulletin board in the main hall of the College, outside the Dean's Office.

DEPARTMENTAL HONORS AT GRADUATION. A cumulative index of 3.0 and an index of 3.70 in the major field are the minimum requirements. The faculty members of the department evaluate and vote on each academically eligible candidate as a person worthy of honors. Departments may limit the number of recipients to a percentage of their graduating majors.

DEGREE WITH HONORS. The degree with honors is the highest accolade. In order to be eligible for a degree with honors, students must have completed 60 credits at St. Joseph's College, not more than 12 of which may be Pass/No Credit. For the degree *summa cum laude*, a cumulative index of 3.90 will be required; for *magna cum laude*, 3.80; and for *cum laude*, 3.70. The required index must be met in two calculated indices: in the four-year cumulative index, including all credits and grades taken at other colleges; and in the last 60 credits taken at St. Joseph's College.

HONOR SOCIETIES

Membership in the honor societies is based on both academic and non-academic qualifications. While the requirement of superior academic achievement is common to all the societies, the nonacademic criteria for admission vary, according to the nature and purpose of the particular society.

Students who are academically eligible for an honor society, i.e., who have the required index, are notified by means of the Registrar's bulletin board. Eligible students must then submit to the Committee on Academic Development an honors application, demonstrating their possession of the specific qualifications required by the honor society to which they are applying. This honors application includes an essay by the candidate, a documented list of activities, and evaluations by faculty and others. The Committee on Academic Development reviews all applications and votes on membership in the honor societies.

SIGMA IOTA CHI

Membership in the College honor society, Sigma Iota Chi—SJC—is based on academic performance as well as upon outstanding personal qualities. These qualities must be reflected, at least in part, in some involvement and/or service in extra-curricular activity at the College. Candidates must be individuals who represent the ideals of St. Joseph's College. Students with an annual index of 3.67 based on grades earned at St. Joseph's are eligible for election to membership in Sigma Iota Chi for one year. Part-time students may request consideration for membership after completing the equivalent of each year's work (30 credits). No students, full or part-time, may receive membership more than four times. A student who holds membership for three years receives the key of the society at Commencement.

KAPPA GAMMA PI

Kappa Gamma Pi is a national honor society for women and men graduates of colleges in the Catholic tradition. St. Joseph's was one of the original members of this organization. Candidates must have completed seven semesters with honors; i.e., they must be eligible for graduation *cum laude*. (See Degree With Honors, above.) In addition, they must be leaders in extra-curricular campus or volunteer off-campus activities, and must be willing to accept membership, knowing the responsibility for individual leadership in church, civic, and Kappa sponsored activity which membership implies. No more than ten percent of the graduating class may be elected.

DELTA EPSILON SIGMA

Delta Epsilon Sigma is a national scholastic honor society for undergraduates, faculty, and alumni of colleges and universities with a Catholic tradition. St. Joseph's was one of the founding colleges and is headquarters for the Epsilon Chapter. To be eligible for membership, candidates must be persons who have a record of outstanding academic accomplishment, who have shown dedication to intellectual activity, and who have accepted their responsibility of service to others. Juniors and seniors may be considered for membership, provided that they have completed one full year (30 credits) at St. Joseph's and have a cumulative index which, if continued, would make them eligible for graduation *cum*

laude. (See Degree With Honors, above.) The Committee on Academic Development recommends eligible students to the Epsilon Chapter, which then votes on membership. No more than fifteen percent of a class may be elected; usually only ten percent may be elected in Junior year.

BETA BETA BETA

Tri-Beta is a national biology professional and honor society. Its program is three-fold, emphasizing the stimulation of scholarship, dissemination of scientific knowledge, and promotion of undergraduate research. To become a regular member of the Theta Iota Chapter at St. Joseph's College, a student must have completed at least 3 semesters of biology (12 credits), have a cumulative GPA of at least 3.0, and have a biology course GPA of 3.0 or better. Transfer students must take at least one course at St. Joseph's College in order to be eligible for election to the society. Service to the Biology Department and high standards of personal behavior are also required.

DELTA MU DELTA

Delta Mu Delta is a national honor society that recognizes business administration students who have distinguished themselves scholastically and who have demonstrated good character and the leadership potential for a socially useful and satisfying career of service. Membership is accorded to undergraduate seniors registered in programs of business administration who have a cumulative index of 3.2 or higher, are in the top 20 percent of their class, and are of good character. (A minimum of 18 credits in business administration must be completed at St. Joseph's College by the time of induction.)

KAPPA MU EPSILON: NEW YORK OMICRON CHAPTER

Kappa Mu Epsilon is a national mathematics honor society which recognizes outstanding achievement and service in the field of mathematics, while promoting an interest in mathematics among undergraduate students. It is sanctioned by the Association of College Honor Societies, and chapters are located in select colleges and universities which offer a strong mathematics major. Nominations for student membership are based on scholarship, professional merit, and service. Prospective candidates must have completed at least three semesters of the college course, including a minimum of three college courses in mathematics, of which one must be calculus, with a minimum GPA of 3.0 in all mathematics courses, and an overall class rank in the upper 35% of the class. Transfer students may apply after completing at least one mathematics course at St. Joseph's College, with a minimum grade of B.

LAMBDA PI ETA

Lambda Pi Eta is the national communication honor society sponsored by the National Communication Association. To become a member, a student must have completed at least 60 semester hours in

college and at least 12 semester hours of communication study, have a cumulative GPA of at least 3.0, have a communication studies GPA of at least 3.25, be in the upper 35% of the graduating class, and display commitment to the field of communication. Minors and concentrates are eligible for membership, provided they meet the criteria.

PHI ALPHA THETA

St. Joseph's has a chapter, Phi Mu, of the international history honor society, Phi Alpha Theta. Membership in Phi Mu is open to the whole student body. Student membership is based on a 3.1 index in at least 12 credits of History and an index of 3.0 in 2/3 of the remaining courses. (Six of the 12 credits must be taken at St. Joseph's College. Advanced Placement courses do not count toward the 12 credits.)

PSI CHI

Psi Chi is the national honor society in psychology, founded to encourage, stimulate, and maintain excellence in scholarship and to advance the science of psychology. To be eligible, undergraduates must have a major, minor, or concentration in psychology or in a field that is psychological in nature, such as human relations. They must have completed at least three semesters in college and at least nine credits of psychology, with an overall GPA of 3.5 and a GPA of 3.0 in psychology. High standards of personal behavior are also required.

SIGMA DELTA PI

Sigma Delta Pi, Sociedad Nacional Honoraria Hispánica, is the national collegiate Hispanic honor society. The purposes of the society are to honor those who attain excellence in the study of the Spanish language and in the study of the literature and culture of the Spanish-speaking people; to honor those who have made the Hispanic contributions to modern culture better known in the English-speaking world; to encourage college and university students to acquire a greater interest in and a deeper understanding of Hispanic culture; to foster friendly relations and mutual respect between the nations of Hispanic speech and those of English speech; to serve its members in ways which will contribute to the attainment of the goals and ideals of the society. To be eligible for membership, students must have completed three semesters of college courses and at least three years of college Spanish (18 credits), including at least three semester hours of a third-year course in Hispanic literature or civilization and culture. Their grades in all Spanish courses must average 3.0, and they must rank in the upper 35% of their class. They must show interest in things Hispanic and be of good moral character.

SIGMA TAU DELTA

St. Joseph's has a chapter, Alpha Iota Omicron, of the International English Honor Society, Sigma Tau Delta. The purposes of the society are to confer distinction for high achievement in the English language and literature, to promote interest in the English language and literature, and to foster the discipline of English in all its aspects, including creative and critical writing. Membership is open to juniors and seniors who have a major, minor, or concentration in English; an overall GPA of 3.0; and an index of 3.2 in at least 12 credits of English.

THETA ALPHA KAPPA

Theta Alpha Kappa is the national honor society for religious studies and theology. Honoring excellence in the fields of theology and religious studies is its primary purpose, and it currently hosts over 200 local chapters throughout the United States. To be inducted into the society, students must have completed at least three semesters at an institution having a local chapter in good standing, completed a minimum of twelve semester credits in courses representing religious studies or theological studies, attained a grade point average of 3.5 in such courses, attained at least a 3.0 grade point average in their total academic program, and been ranked in the upper 35% of their class in general scholarship.

UPSILON PI EPSILON

Upsilon Pi Epsilon is an international honor society whose membership consists of outstanding undergraduate and graduate students and faculty in Computing and Information Disciplines. Members are chosen not only for their scholastic achievement in a computing science program, but also for distinguishing themselves as true professionals. Membership is limited to those who can effectively achieve the original goals of the society, which include: the recognition of outstanding talent in the field of computing science; the promotion of scholarship and the maintenance of high standards in computing science; the representation of computing science in interdisciplinary communications; and the encouragement of individual contributions to society through computing science. To be eligible for election to membership, undergraduate upper-division students shall have attained a GPA of at least 3.0, rank in the highest 35% of their major and have completed at least 64 semester hours of credit, including 18 semester hours in the basic Computing and Information System Courses. Prospective student members must be enrolled in a degree program in Computing and Information Disciplines at the time they are considered for membership.

AWARDING OF DEGREES

Graduation exercises are held annually in June at which time diplomas are distributed. Diplomas are also distributed in January for students whose degrees are conferred in August or January.

SPECIAL PROGRAMS

HONORS PROGRAM

The Honors Program is designed to provide a challenging learning experience for academically talented students, whatever their major field of study. Entering students are invited to join the program, based on SAT scores and high school average.

Focusing on the liberal arts, the program includes some special honors classes which bring the students together, beginning in freshman year. Students also have the option of undertaking honors work in regular classes. In addition, they are encouraged to make use of the cultural resources of New York City through a series of trips planned each year. In junior year, students may take advantage of a partially subsidized trip abroad. A senior research project climaxes the program.

Students who complete the Honors Program receive a special notation on their transcripts.

ACCELERATED BIOMEDICAL PROGRAM

St. Joseph's offers an accelerated biomedical program in affiliation with The New York College of Podiatric Medicine.

For details, see the Biology Department offerings.

COMBINED BA/BS+MS IN COMPUTER SCIENCE PROGRAM

This special program joins St. Joseph's College with Polytechnic University in a new educational collaboration known as Knowledge Workers Educational Alliance (KWEA). The program is designed to produce highly qualified personnel, who in five years, will complete the Bachelor's degree from St. Joseph's College and the Master of Science degree in Computer Science from Polytechnic University. Students in any undergraduate major may enter the program and must complete a sequence of courses at St. Joseph's with specified grades. For details, see the Mathematics Department offerings.

ACES

The Academic Center for Enhancement Services (ACES) was established to provide support for qualified students whose second language is English and who need to improve their academic reading and writing skills in order to excel at the college level. ACES provides an intensive program for a selected group of entering ESL freshmen. In addition it

offers assistance to individual students and to faculty in the content subjects who are working with second language students. The services of ACES are also available to students whose first language is English, but who seek to enhance their reading and writing skills, as well as to faculty who have an interest in writing across the curriculum.

HIGH SCHOOL-COLLEGE ARTICULATION: BRIDGE PROGRAM

To provide a bridge between high school and college for qualified high school seniors, St. Joseph's College offers selected courses at local high schools. Courses are determined in consultation with the high school principal and the college department chairperson.

NON-MATRICULATED STUDENTS

Qualified high school seniors recommended by their grade advisors and/or principals may register for college courses for credit. (See also, Early Admission Plan.)

Adults who wish to take college courses offered during the regular day program may, with the approval of the Academic Dean, register as non-matriculated students. Such students should contact the Registrar.

A non-matriculated student may accumulate as many as 18 credits. The student may not take additional courses unless he/she applies and is accepted for matriculation. The person seeking to enroll in this category will be subject to the application requirements and procedures described in the Admissions section of this catalogue.

SUMMER SESSION AND INTERSESSION

A Summer Session and a January Intercession are held to accommodate students who for a variety of reasons wish to attend. Non-matriculated students are welcome.

Matriculated students who wish to attend other colleges should consult the preceding section on Courses at Other Colleges.

STUDENT'S RIGHT TO PRIVACY AND ACCESS TO RECORDS

Public Law 93-380, usually titled "Family Educational Rights and Privacy Act," or more often known simply as the Buckley Amendment, prohibits release of any material in a student's file without the written consent of the college student. This law also affords students the right to review the contents of their official academic folders, except for those documents excluded by Law 93-380, as amended.

Students who wish to inspect their folders are required to complete the REQUEST FOR DISCLOSURE OF STUDENT FILE INFORMATION. These forms are available in the Registrar's Office and in the Office of the Academic Dean. Students who wish to challenge the contents of their fold-

ers as inaccurate, misleading, or inappropriate, should follow the informal and formal proceedings outlined in the current Student Handbook.

STUDENT COMPLAINTS

A student who has a complaint about an academic matter should follow the procedures set forth in the *Student Handbook* under Student Grievance Procedures in Academic Matters. No adverse action will be taken against any student who files a complaint.

It is the responsibility of all students to inform the College of any change in their mailing address. Failure to do so relieves the College of any liability in the event that important correspondence is not received by the student.



DEPARTMENTAL OFFERINGS

Accounting
Biology
Business Administration
Child Study
Classics
Computer Science
Education
English
Fine Arts
 Art
 Dance
 Music
History
Human Relations
Mathematics and Computer
 Information Systems
Modern Languages
 French
 Italian
 Spanish

Philosophy
Physical Education
Physical Sciences
 Chemistry
 Physics
Psychology
Recreation
Religious Studies
Social Sciences
 Economics
 Political Science
 Sociology-Anthropology
Speech Communication
Interdisciplinary Courses
Area Studies

COURSE NUMBERS. Courses numbered 100 are open to all students without prerequisites. Ordinarily, courses numbered 200, 300, and 400 have prerequisites and may not be taken by freshmen. Consult the individual department course listing for exceptions to this general policy.

Students are advised to check the final schedule of courses published before each advisement period.

BIOLOGY

Francis J. Antonawich, Ph.D., *Chairperson*

The biology courses are designed to contribute to the student's general understanding of the nature and interrelationships of living things. Courses for majors carry the additional aspects of providing a preparation for graduate and professional studies.

Core Courses: Biology 108, 109 110, 112, 115, 116 120, 140, 145 or 150.
Note: Students may take either BIO 109 or 110 (with Laboratory).

Major Requirements

Students who attain a minimum grade of C in BIO 150 and 151 may elect a major in the department. Continuation as a major depends on maintaining a minimum grade of C in each course required for the major.

BIO 151 is a prerequisite for advanced courses in Biology.

Biology majors are required to take 36 credits in Biology.

Biology majors in the secondary education program must take 32 credits in Biology.

All Biology majors are required to take at least one 400 level course in addition to BIO 480.

Required Courses: BIO 150, 151, 290, 335, 340, 380, 480

CHE 150, 151, 250, 251

MAT 205, 206

PHY 150, 151.

The senior research requirement may be satisfied during the summer after BIO 380 by participation in nationally recognized competitive research programs for undergraduates. Criteria for acceptance are:

1. submission of a research paper
2. written evaluation from the research adviser at the institution attended
3. approval of the Chairperson and Academic Dean

Area of Concentration for Child Study Majors: Child Study majors are required to take 30 credits in Science. Required courses: BIO 150, 151, CHE 150, 151. Elective courses: BIO 200, 280, 290, CHE 250, 251, 260, PHY 150, 151.

AFFILIATED PROGRAM OF ST. JOSEPH'S COLLEGE – THE NEW YORK COLLEGE OF PODIATRIC MEDICINE

St. Joseph's offers an accelerated biomedical program in cooperation with the New York College of Podiatric Medicine. A student accepted into the program will spend two years at St. Joseph's College and four years at the New York College of Podiatric Medicine. On completion of the St. Joseph's College component and one year at the New York College of Podiatric Medicine, the student will be awarded the B.S. degree in Biology by St. Joseph's College. On completion of the pro-

gram at New York College of Podiatric Medicine, the D.P.M. (Doctor of Podiatric Medicine) will be awarded.

Students in the program will be expected to maintain an honors grade point average while they are at St. Joseph's College and to score satisfactorily in the Medical College Admissions Test (MCAT) which is taken in April of the second year.

For details of this program, students should consult the Chairperson of the Biology Department.

BIO 108 INTRODUCTION TO ECOLOGY

An introduction to the dynamics of how organisms and their environment interact. Special attention is given to finding solutions to local and national environmental problems. Field work involves the investigation of lake, bay, and ocean pollution; beach erosion; sand dune stabilization; soil analysis; the dynamics of Long Island's Pine Barrens; air pollution.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Spring

Lab fee-\$30

BIO 109 CURRENT TRENDS IN BIOLOGY

A consideration of biological topics of current interest to society including genetic engineering, gene banks, the human genome project, in vitro fertilization, Mad Cow disease, and cloning.

Note: A student may not take BIO 109 and BIO 110.

3 hours lecture a week, 1 semester, 3 credits.

Fall, Summer

BIO 110 CURRENT TOPICS IN BIOLOGY

A consideration of biological topics of current interest to society including genetic engineering, gene banks, the human genome project, reproductive technologies, cloning, and antibiotic resistance. The laboratory component will introduce the student to modern techniques employed by biologists in the investigation of the aforementioned topics.

Note: A student may not take BIO 109 and BIO 110.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits. Fall

Lab fee-\$30

BIO 112 BIOLOGICAL CONTROL SYSTEMS

A study of the nervous and endocrine systems and their relationship to normal and abnormal behavior.

3 hours lecture a week, 1 semester, 3 credits.

Fall, Spring

64 *Biology*

BIO 115 INTRODUCTION TO HUMAN INHERITANCE

An introduction to the study of heredity and its relationship to human welfare.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits. Fall

Lab fee-\$30

BIO 116 EVOLVING LIFE

An introduction to the field of evolution specifically designed for the non-science major. Topics included are: how organisms evolve (macro- and microevolution), the history of life on earth, the formation of new species, and the origin of biodiversity.

3 hours lecture a week, 1 semester, 3 credits.

BIO 120 HEALING POWERS OF PLANTS

Certain plants have long been known to cure human diseases and to act as stimulants, depressants, or hallucinogens. Students in this course will study local medicinal plants and will screen them for biologically active ingredients. Special attention will be paid to the roles of these ingredients in psychoactivity and in ameliorating disorders in a number of the body's systems.

2 hours lecture, 2 hours laboratory a week, 1 semester. 3 credits

Spring

Lab fee-\$30

BIO 140 THE MICROBIAL WORLD

An introduction to the biology of bacteria, algae and protozoa. Topics to be considered include the evolution of prokaryotic and eukaryotic cells, the interaction between humans and microbes, the role of microorganisms in the environment, and current research and technology involving microbes

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Summer

Lab fee-\$30

BIO 145 MARINE BIOLOGY

This course will explore the marine organisms: who they are, what they do, how they interact with one another and with the sea around them, and how their lives connect with ours. Attention will also be given to the oceans that sustain them. Extensive field work is involved.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Lab fee-\$30

BIO 150 GENERAL BIOLOGY I

An intensive study of the chemical and cellular basis of life, energy transformations in the cell, and the biology of organisms.

Prerequisite: Departmental permission.

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits. Fall

Lab fee-\$60

BIO 151 GENERAL BIOLOGY II

A continuation of Biology 150. Topics include cellular reproduction, patterns of inheritance, mechanisms of gene action, development, the biology of populations, and the diversity of organisms.

Prerequisite: Minimum grade of C in BIO 150

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring

Lab fee-\$60

BIO 200 GENERAL ECOLOGY

An introduction to ecological principles and their application to the solution of environmental problems. Topics include population dynamics, species interaction, biogeochemical cycles, ecosystem types, succession, Long Island ecology. Six 3-hour field trips and one all day (Saturday) field trip are required.

Prerequisites: BIO 151, CHE 151

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits. Fall

Lab fee-\$60

BIO 220 VERTEBRATE HISTOLOGY AND MICROTECHNIQUE

Microscopic anatomy of the fundamental tissues and organs of the vertebrates. Practice in the basic techniques involved in preparing tissues for microscopic study.

Prerequisite: BIO 151

2 hours lecture, 4 hours laboratory a week, 1 semester, 4 credits.

Offered when there is sufficient student demand.

Lab fee-\$60

BIO 280 FIELD COURSE IN ECOLOGY

The application of basic ecological principles to a particular ecosystem. The course provides actual field experience in examination of the biotic and abiotic components of an ecosystem through residence at an established field station. This experience comprises the laboratory component of the course.

Prerequisites: BIO 200 or BIO 108 with instructor's permission

2 hours lecture a week, 7-10 days residence at the field station, 1

semester, 4 credits. Offered when there is sufficient student demand.

BIO 290 MODERN GENETICS

A study of the laws of heredity and variation including a consideration of their application to modern genetics problems: molecular genetics, physiological and biochemical genetics, metagenesis and evolution.

Prerequisites: BIO 151, CHE 151, CHE 251 concurrently

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring

Lab fee-\$60

BIO 301 PLANT BIOLOGY

The emphasis will be given to the vascular plants, although other groups will be treated in their evolutionary context. Topics include: plant taxonomy, anatomy, morphology, physiology, and reproduction. Some additional topics include: xylogenesis, phytochemicals, forensic botany, and photoperiodism.

Prerequisites: BIO 151

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring, on demand

BIO 331 PATHOPHYSIOLOGY

A study of the disruption of homeostasis at the cellular, tissue and organ level in the human organism and its relationship to causative factors of disease.

Prerequisite: College level Anatomy and Physiology course

3 hours lecture a week, 1 semester, 3 credits. Fall, Spring

BIO 335 PHYSIOLOGY

An in-depth study of vertebrate functions, the underlying physical and chemical principles upon which they rely, and the integration of the various processes in the maintenance of homeostasis.

Prerequisites: BIO 151, CHE 151, CHE 251, PHY 150 concurrently

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall

Lab fee-\$60

BIO 340 MICROBIOLOGY

An introduction to the fundamental principles governing the biology of bacteria, viruses, rickettsiae, yeasts, and molds. Special consideration given to a study of immunity, pathogenic varieties, antibiotics, and chemotherapy.

Prerequisites: BIO 151, BIO 335, CHE 151, CHE 251

2 hours lecture, 4 hours laboratory a week, 1 semester, 4 credits.

Spring

Lab fee-\$60

BIO 380 RESEARCH SEMINAR

An awareness of the problems and methods of research is fostered through a program of guided reading of scientific literature in preparation for research into a specific biological problem in the senior year. Progress reports are given and analyzed by the students.

Open to majors who have completed 18 credits of Biology

1-1/2 hours seminar a week plus additional library time, 1 semester, 2 credits. Spring

BIO 400 INTERNSHIP

Practical experience in a laboratory or other setting approved by the Department. Enables students to acquire skills appropriate to their career plans.

Prerequisite: Junior or Senior Biology major, 3.0 cum in major courses, acceptance at the cooperative institution, and Departmental approval.

A minimum of 130 hours is required, 3 credits.

BIO 420 BIORHYTHMS

A study of rhythmic phenomena in organisms with reference to clock hypotheses and the influence of environmental parameters such as light-dark cycles, temperature, and pervasive geophysical factors.

Prerequisites: BIO 151, BIO 335, CHE 151, CHE 251

3 hours lecture a week, 1 semester, 3 credits. Offered when there is sufficient student demand.

BIO 440 ANALYSIS OF DEVELOPMENTAL BIOLOGY

A theoretical and experimental analysis of the fundamental problems of animal and plant development using the tools of genetics and molecular analysis to bear on the basic questions of development. The course is topical covering major questions of embryology, control of gene expression, evolution, and the ramifications of developmental biology in plants and animals.

Prerequisite: BIO 290

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall 2005, 2007

Lab fee-\$60

BIO 460 CELL BIOLOGY

A study of the properties and functions of living cells, the fundamental principles that guide cellular organization and function, and some of the critical scientific evidence leading to our current understanding of these central concepts.

Prerequisite: BIO 335

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring

Lab fee-\$60

68 *Biology*

BIO 461 MOLECULAR BIOLOGY

A study of macromolecules, basic molecular processes and genetic phenomena in prokaryotes, eukaryotes, phage and viruses, with emphasis on both molecules and their biology. Topics include classical molecular biology (DNA, RNA and protein biosynthesis), recombinant DNA and genetic engineering, interactions of macromolecules and regulation of biologic systems.

Prerequisites: BIO 151, BIO 290, CHE 251

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall 2006, 2008

BIO 462 NEUROSCIENCE

An in-depth study of the nervous system. Neural anatomy, biochemistry, pharmacology, behavior and the alterations of these in various disease states will be studied.

Prerequisite: BIO 335

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring 2006, 2008

Lab fee-\$60

BIO 480 RESEARCH

Independent laboratory research required of majors in the senior year.

Prerequisite: BIO 380

3 credits for the year

Lab fee-\$60

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.



BUSINESS ADMINISTRATION AND ACCOUNTING

Eileen White Jahn, Ph.D., *Chairperson*

George Fasano, M.B.A., C.P.A., *Associate Chairperson*

The fundamental objective of the undergraduate curriculum in Business Administration is to prepare students for managerial roles in business, government, and non-profit organizations. The required courses in the Business Program are designed to cover the various facets of the practice of business operations: Management, Marketing, Accounting, Economics, Finance, and Law. The elective courses in Business give students an opportunity to choose one area or a combination of areas for more intensive analysis. The courses in related disciplines are included to ensure the development of understanding and skills that will give depth and meaning to their business applications. The Department also offers a major in Accounting for those students interested in careers in public accounting, (Certified Public Accountant), private accounting, and governmental and institutional accounting. A minor in Business Administration is offered for students majoring in other Departments.

The professional manager today is not only required to have special knowledge in business, but also to have an understanding of the humanities, behavioral sciences, social sciences, and natural sciences. To this end, all Business and Accounting major students are required to take 60 liberal arts credits which are designed to enhance their ability to reason logically, to think critically, to develop a value system, and to make decisions ethically.

Students enrolled in accounting and business courses are expected to use the computer lab as part of their assignments.

Major in Business Administration: All students seeking a Bachelor of Science in Business Administration must complete the following curriculum:

Students must fulfill the requirements of the Core Curriculum. The following liberal arts courses, required by the Department, will satisfy the Core Curriculum:

Philosophy 160
Economics 120
Economics 226
Mathematics 113 (if needed)
Mathematics 200
Speech 102

70 *Business Administration and Accounting*

The following courses are required, but may not be offered for the Core Curriculum:

ENG 103

ENG 110

The following courses, which are not liberal arts courses, are also required:

COM 140 Microcomputer Applications I

COM 141 Microcomputer Applications II

REQUIRED BUSINESS COURSES

Accounting

| | <i>Credits</i> |
|---------------------------------------|-----------------------|
| ACC 110 Principles of Accounting | 3 |
| ACC 211 Financial Accounting | 3 |
| ACC 241 Cost Accounting | 3 |

Business Law

| | |
|------------------------------|---|
| BUS 150 Business Law I | 3 |
| BUS 151 Business Law II | 3 |

Finance

| | |
|------------------------------------|---|
| BUS 219 Principles of Finance | 3 |
| BUS 222 Statistics | 3 |

Management

| | |
|---|---|
| BUS 100 Process of Management | 3 |
| BUS 130 Organizational Behavior | 3 |
| BUS 230 Human Resources Management | 3 |
| BUS 275 International Business | 3 |
| BUS 472 Business Policy Seminar | 3 |

Marketing

| | |
|------------------------|---|
| BUS 200 Marketing | 3 |
|------------------------|---|

Elective Business Courses (12 Credits)

(From Accounting, Management, Marketing, Computers in Business, Economics and Finance.)

Certificate in Information Technology Applications

For a description of the program leading to this certificate, see page 205.

Certificate in Leadership and Supervision

For a description of the program leading to this certificate, see page 207.

Certificate in Management

For a description of the program leading to this certificate, see page 207.

Certificate in Marketing

For a description of the program leading to this certificate, see page 208.

Majors in Accounting

Because of new New York State regulations, please be aware of the following:

If you are planning to apply for licensure between August 1, 2004 and August 1, 2009, a college transcript must be submitted to the State for evaluation. Therefore, it is imperative that you do not deviate (or request an exception) from the required course of study at the college.

If you are planning to apply for licensure after August 1, 2009, you must have completed a New York State approved 150-credit program. At St. Joseph's College you have two options as follows:

- You can complete a new 150 Bachelor's degree which will provide you with a double major, Accounting and Business Administration. This program also includes a certificate in Information Technology. Please obtain a copy of the complete program from the Department of Business Administration and Accounting. You must complete all the indicated courses in the program.
- You can complete St. Joseph's present 128-credit Accounting major and then complete a Master's degree at an accredited program. Consult the program for prerequisites.

Major in Accounting (128 credit option): The major in Accounting is designed to prepare individuals for careers in public accounting or private accounting.

All students seeking a Bachelor of Science in Business Administration with a major in Accounting must complete the following curriculum:

Students must fulfill the requirements of the Core Curriculum. The following liberal arts courses, required by the Department, will satisfy the Core Curriculum:

Philosophy 160
Economics 120
Economics 226
Mathematics 113 (if needed)
Mathematics 200
Speech 102

The following courses are required, but may not be offered for the Core Curriculum:

ENG 103
ENG 110

The following course, which is not a liberal arts course, is also required:
COM 140

REQUIRED COURSES**Accounting****Credits**

| | | |
|---------|--|---|
| ACC 110 | Principles of Accounting | 3 |
| ACC 211 | Financial Accounting | 3 |
| ACC 212 | Intermediate Accounting I | 3 |
| ACC 213 | Intermediate Accounting II | 3 |
| ACC 215 | Principles of Federal Taxation | 3 |
| ACC 216 | Advanced Federal Taxation | 3 |
| ACC 240 | Advanced Accounting | 3 |
| ACC 241 | Cost Accounting | 3 |
| ACC 317 | Principles of Auditing | 3 |
| ACC 318 | Accounting Theory | 3 |
| ACC 320 | Accounting Information Systems and E.D.P. Auditing | 3 |

Business Law

| | | |
|---------|-----------------|---|
| BUS 150 | Business Law I | 3 |
| BUS 151 | Business Law II | 3 |

Finance

| | | |
|---------|-----------------------------|---|
| BUS 219 | Principles of Finance | 3 |
| BUS 324 | Advanced Managerial Finance | 3 |

Statistics

| | | |
|---------|------------|---|
| BUS 222 | Statistics | 3 |
|---------|------------|---|

Other Required Business Courses

| | | |
|---------|-----------------------|---|
| BUS 100 | Process of Management | 3 |
| BUS 200 | Marketing | 3 |

Major in Public Accountancy (150 credit option): The major in Public Accountancy is designed to prepare individuals for careers in public accounting or private accounting. The curriculum satisfies the requirements for admission to the New York State Certified Public Accountancy examination. The curriculum has been approved by New York State.

All students seeking a Bachelor of Science in Public Accountancy must complete the following curriculum:

Students must fulfill the requirements of the Core Curriculum. The following liberal arts courses, required by the Department, will satisfy the Core Curriculum:

Philosophy 160
Economics 120
Economics 226
Mathematics 113 (if needed)
Mathematics 200
Mathematics 205
Speech 102

The following courses are required, but may not be offered for the Core Curriculum:

ENG 103
ENG 110

REQUIRED COURSES

Accounting

| | | Credits |
|---------|--|----------------|
| ACC 110 | Principles of Accounting | 3 |
| ACC 211 | Financial Accounting | 3 |
| ACC 212 | Intermediate Accounting I | 3 |
| ACC 213 | Intermediate Accounting II | 3 |
| ACC 215 | Principles of Federal Taxation | 3 |
| ACC 216 | Advanced Federal Taxation | 3 |
| ACC 235 | Accountant's Professional Responsibility | 1 |
| ACC 240 | Advanced Accounting | 3 |
| ACC 241 | Cost Accounting | 3 |
| ACC 317 | Principles of Auditing | 3 |
| ACC 318 | Accounting Theory | 3 |
| ACC 320 | Accounting Information Systems and E.D.P. Auditing | 3 |

Computer Science

| | | |
|---------|--------------------------------------|---|
| COM 140 | Microcomputer Applications I | 3 |
| OR | | |
| COM 141 | Microcomputer Applications II | 3 |
| COM 150 | Introduction to Computer Programming | 3 |
| COM 288 | Business Systems & Design | 3 |
| COM 380 | Database Systems | 3 |

74 *Business Administration and Accounting*

Business Law

| | | |
|---------|-----------------|---|
| BUS 150 | Business Law I | 3 |
| BUS 151 | Business Law II | 3 |

Finance

| | | |
|---------|-----------------------------|---|
| BUS 219 | Principles of Finance | 3 |
| BUS 324 | Advanced Managerial Finance | 3 |

Statistics

| | | |
|---------|------------|---|
| BUS 222 | Statistics | 3 |
|---------|------------|---|

Other Required Business Courses

| | | |
|---------|---------------------------|---|
| BUS 100 | Process of Management | 3 |
| BUS 130 | Organizational Behavior | 3 |
| BUS 200 | Marketing | 3 |
| BUS 230 | Human Resource Management | 3 |
| BUS 275 | International Business | 3 |

Quantitative Methods

| | | |
|---------|---|---|
| BUS 480 | Research & Statistical Applications for Accountants | 3 |
|---------|---|---|

Departmental Grading Policy

- Accounting majors and Business majors are required to maintain a 2.3 cumulative index in Business courses and Accounting courses.
- Business majors are allowed a grade of D+ or lower in one Business or Accounting course, but must repeat all other Business and Accounting courses in which they attain a grade of D+ or lower.
- Accounting majors are allowed a grade of D+ or lower in one Business course, but must repeat all other Business courses in which they attain a grade of D+ or lower.
- Accounting majors are required to repeat any Accounting course in which they attain a grade of D+ or lower.

Students not achieving the Department's grading standards will not be eligible for a degree in Business Administration or Accounting.

Minor in Business Administration: Students majoring in other Departments may pursue a minor in Business Administration.

The minor consists of:

| | | |
|---------|--------------------------|-----------|
| BUS 100 | Process of Management | 3 credits |
| BUS 150 | Business Law I | 3 credits |
| BUS 200 | Marketing | 3 credits |
| ACC 110 | Principles of Accounting | 3 credits |

PLUS 2 more courses from a selected list of electives (available from the Business and Accounting Department).

TOTAL 18 credits

ACCOUNTING

ACC 110 PRINCIPLES OF ACCOUNTING

A study of accounting principles to enable the student to understand the preparation of financial statements. The course covers a study of the accounting cycle, the recording process, accounting systems and controls. The course also covers forms of business organizations and partnership accounting.

3 hours a week, 1 semester, 3 credits. Fall

ACC 211 FINANCIAL ACCOUNTING

A continuation of the study of accounting principles used in the preparation of financial statements. The course also covers the Statement of Cash Flows and analysis of financial statements.

Prerequisite: ACC 110

3 hours a week, 1 semester, 3 credits. Spring

ACC 212 INTERMEDIATE ACCOUNTING I

The underlying concepts and principles of financial accounting; interpretation and application of the pronouncements of accounting bodies such as FASB, AICPA, SEC and CASB.

Prerequisite: ACC 211

3 hours a week, 1 semester, 3 credits. Fall

ACC 213 INTERMEDIATE ACCOUNTING II

A continuation of Intermediate Accounting I emphasizing a critical study of current accounting theory and analysis of financial statements, long term liabilities, paid-in capital, retained earnings and reserves.

Prerequisite: ACC 212

3 hours a week, 1 semester, 3 credits. Spring

ACC 215 PRINCIPLES OF FEDERAL TAXATION

A study of the Federal Revenue system, tax statutes, and the preparation of individual tax returns. The Internal Revenue Code and regulations along with court decisions are studied and particular attention is given to how tax planning for individuals is affected. The case problem method is used, with the objective that the student be trained to cope with the tax problems encountered by an individual.

Prerequisite: ACC 213

3 hours a week, 1 semester, 3 credits. Fall

ACC 216 ADVANCED FEDERAL INCOME TAXES

A study of federal tax statutes and the preparation of partnership, corporation, estate, gift and trust returns. A study of securities transactions, pension and profit sharing plans, stock options and foreign income taxation. The case problem method is used with the objective that the student be trained to cope with the tax problems of business.

Prerequisite: ACC 215

3 hours a week, 1 semester, 3 credits. Spring 2004, 2006

ACC 235 ACCOUNTANT'S PROFESSIONAL RESPONSIBILITY

Although questions of ethics and professional conduct are considered in other courses, the purpose of this course is to examine these issues specifically as they affect Certified Public Accountants. Applicable law will be examined as well as standards of conduct required by regulatory bodies

Prerequisites: PHI 160, BUS 100, ACC 110, ACC 211

1 hour a week, 1 semester, 1 credit. Spring 2007, 2009

ACC 240 ADVANCED ACCOUNTING

A study of advanced accounting problems in areas such as consolidations, corporate merger and acquisitions, international accounting and foreign operations, and not-for-profit entities.

Prerequisite: ACC 213

3 hours a week, 1 semester 3 credits. Fall

ACC 241 COST ACCOUNTING

To familiarize the student with production and process cost accounting systems. Includes studies in job cost, process cost, and standard cost systems. Cost behavior and cost-volume-profit analysis is studied along with budgeting and cost finding tools and techniques.

Prerequisite: ACC 211

3 hours a week, 1 semester, 3 credits. Spring

ACC 317 PRINCIPLES OF AUDITING

An introduction to generally accepted auditing standards adopted by the AICPA and releases by the Securities and Exchange Commission in conjunction with an expression of an opinion by independent public accountants. Attention to the ethics of the profession of public accounting, the study of internal control, audit procedures and objectives.

Prerequisite: ACC 240

3 hours a week, 1 semester, 3 credits. Fall

**ACC 318 ACCOUNTING THEORY AND
CURRENT ACCOUNTING DEVELOPMENTS**

An analysis of current accounting theory and literature. Particular attention is paid to the application of GAAP and AICPA Professional Standards and to financial accounting engagements.

Prerequisite: ACC 213, 241

3 hours a week, 1 semester, 3 credits. Spring

**ACC 320 ACCOUNTING INFORMATION SYSTEMS AND E.D.P.
AUDITING**

A study of accounting information systems and their application to accounting and auditing.

Prerequisite: BUS 140, ACC 317

3 hours a week, 1 semester, 3 credits. Spring 2007, 2009

COMPUTERS IN BUSINESS

**BUS 140 MICROCOMPUTER APPLICATIONS I
(COM 140)**

This course is designed as an introductory course to provide the background necessary for the effective use of microcomputers. The emphasis is on the major applications of microcomputers: word processing, relational databases, spreadsheets and the use of the Internet. The course includes "hands-on" experience with common applications software. No previous computer related experience is necessary.

There are no prerequisites.

Note: Students may not offer this course toward the fulfillment of the Math core.

3 hours a week, 1 semester, 3 credits. Fall

**BUS 141 MICROCOMPUTER APPLICATIONS II
(COM 141)**

This course is intended for students from all disciplines. It will develop intermediate and advanced word-processing, spreadsheet and database techniques, including macros, report generation, database queries, importing and exporting files, address-books, labels, graphic, and table manipulation. It will also include expanded Internet and World Wide Web topics.

Prerequisites: COM 140 or equivalent, or departmental approval.

Note: Students may not offer this course toward the fulfillment of the Math core.

3 hours a week, 1 semester, 3 credits. Spring

**BUS 288 BUSINESS SYSTEMS AND DESIGN
(COM 288)**

The design and development of information systems for a business environment. Topics will include analysis of information flow, design of business systems, specifications, equipment selection, and file organization. Detailed steps for each phase of the design will be related to business applications on a full scale computer system.

Prerequisite: Any introductory computer course

3 hours a week, 1 semester, 3 credits. Spring 2007, 2009

ECONOMICS AND FINANCE

**BUS 120 MACROECONOMICS
(ECO 120)**

National economic policy; inflation and unemployment in the business cycle; output and income determination; government expenditures and receipts; fiscal policy and monetary policy; Federal Reserve System and the banking system; variations in stabilization policy; the impact of capital-labor relations.

3 hours a week, 1 semester, 3 credits. Fall

**BUS 127 COMPARATIVE ECONOMIC SYSTEMS
(ECO 127)**

Study of the philosophic and ideological basis of economic systems, how they solve various economic problems, and the current state of these systems. Attention will be focused on the variations in modern economic systems: capitalist, state capitalist, market socialist, socialist, and traditional. Individual countries will be used as case studies for analysis of these various economic systems.

3 hours a week, 1 semester, 3 credits. Spring

**BUS 161 INTERNATIONAL ECONOMIC PROBLEMS
(ECO 161)**

Survey of current problems covering international trade, international finance, the relations between technologically advanced and less-developed nations, and various international institutions and markets for the promotion of sustainable economic growth. Focus on current issues in international economic policy.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Fall 2006, 2008

BUS 219 PRINCIPLES OF FINANCE

A survey of the role of finance in business management. Major areas of study include an examination of financial markets, financial organization of business entities, analysis of budgets, credit, equity, and debt financing, cash flow requirements, break-even analysis, the use of corporate securities in capitalization and asset management.

Prerequisites: BUS 100, ACC 211

3 hours a week, 1 semester, 3 credits. Fall

**BUS 221 LABOR ECONOMICS
(ECO 221)**

A study of the political economy of labor market demand and supply, the labor process and the philosophic foundations of various theories of labor. The course surveys the historical and current problems of labor organization and unions as well as the impact of race, gender and class on labor and income distribution.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

**BUS 222 STATISTICS
(ECO 222)**

Collection and tabulation of statistical data. Simple correlation and regression analysis. Probability. Random variables. Normal distribution. Sampling and sampling distributions. Statistical inference. Use of Microsoft Excel, a spreadsheet program, integrated into the course.

Prerequisites: MAT 113 or MAT 200

3 hours a week, 1 semester, 3 credits. Fall

**BUS 223 MONEY AND BANKING
(ECO 223)**

The roles of money and credit, financial markets and institutions, and central banking in the U.S. economy. The banking system and its relationship with the Federal Reserve System, as well as international banking issues and problems, will also be analyzed and explored.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Spring

**BUS 226 MICROECONOMICS
(ECO 226)**

Marginal analysis of demand and supply, the individual firm, and market microstructure. Consumer behavior and producer behavior. Alternative models of price determination and profit maximization. The relation between input and output markets.

Prerequisite: ECO 120

3 hours a week, 1 semester 3 credits. Spring

BUS 324 ADVANCED MANAGERIAL FINANCE

This course examines in detail the cost of capital, leverage, dividend policy, management of working capital, long term financing and expansion or failure of corporations.

Prerequisite: BUS 219

3 hours a week, 1 semester, 3 credits. Spring

**BUS 361 ECONOMICS, ETHICS, AND COMMUNITY
(ECO 361) (PHI 361)**

This course integrates ethics of economics, business, and social philosophy to explore timely issues of liberty, social welfare, rights, equality, and justice. It will approach these issues using various models and schools of thought, in order to find answers to questions of economic, political, and social importance. The course will be taught online and will include a service component, enabling students to learn by applying what they take from the classroom to the real world, serving the community.

1 semester, 3 credits. Fall 2005

**BUS 480 RESEARCH AND STATISTICAL APPLICATIONS FOR
ACCOUNTANTS**

This course will examine research methods and statistical applications that aid in making managerial decisions. Statistical analysis for business applications will be emphasized. Salient topics include sampling, probability theory, regression analysis, forecasting, hypothesis testing, design of experiments, and quality control. Students are required to propose, obtain the instructor's approval, and complete a research project utilizing methodologies contained in the course.

Prerequisite: BUS 222, COM 140, ACC 213

3 hours a week, 1 semester, 3 credits.

INTERNSHIP

BUS 362 INTERNSHIP IN BUSINESS

A course designed to give an upper division Business Major the opportunity to experience a formal business environment as an application of the principles studied in the various business disciplines. A member of the Business Faculty will plan the program with the student, supervise its implementation and relate to the representative of the business firm acting as liaison.

Prerequisite: Senior or Junior Business Major with cum of 2.7 or higher and with permission of the Department

1 seminar hour per week/100 hours in the professional setting.

1 semester, 3 credits. Fall and Spring

LAW

BUS 150 BUSINESS LAW I

Introduction to the legal environment of business. General survey of the legal system, courts and procedures. Study of the law of contracts, agency, partnership and corporations. The course uses the case and text method.

3 hours a week, 1 semester, 3 credits. Fall 2006

BUS 151 BUSINESS LAW II

A continuation of Business Law I. Personal property, bailments, sales, commercial paper, creditors' rights, real property, secured transactions and regulation of business.

Prerequisite: BUS 150

3 hours a week, 1 semester, 3 credits. Spring 2007

MANAGEMENT

BUS 100 PROCESS OF MANAGEMENT

An introduction to the business decision-making process through the study of the theory and practice of management. The manager's tasks: planning, organizing, directing and controlling are reviewed through reading and case studies. The student is introduced to the concept of strategic planning and in line with today's emphasis on productivity, particular attention is paid to human resources and motivation.

3 hours a week, 1 semester, 3 credits. Fall

BUS 130 ORGANIZATIONAL BEHAVIOR

An introduction to the study of management theory concerning human behavior in formal organizations. The student is given the opportunity to test theories through the analysis and discussion of a series of case studies.

Prerequisite: BUS 100

3 hours a week, 1 semester, 3 credits. Fall

BUS 230 HUMAN RESOURCES MANAGEMENT

A review of the theory of the effective management of human resources. The students examine employer-employee relations in such areas as equal employment opportunity practices, training and evaluation methods, compensation and reward or motivational programs, legal and regulatory requirements and the role of collective bargaining. The course utilizes the case method supplemented with an assigned text.

Prerequisite: BUS 100

3 hours a week, 1 semester, 3 credits. Fall

BUS 275 INTERNATIONAL BUSINESS

This course presents students with a global view of contemporary business. Techniques used by businesses to engage in international commerce are studied in conjunction with the cultural, social, economic, geographic, and political factors which affect the success of international business activities. Specific topics of study include international trade theories, global economic associations, the foreign exchange market, importing, exporting, global production systems, international marketing, and the assessment of the potential of specific international markets.

Prerequisites: BUS 200, ECO 120

3 hours a week, 1 semester, 3 credits. Spring

BUS 284 BUSINESS IN CYBERSPACE

This course explores all of the aspects of electronic/internet commerce. The field is evolving rapidly, and students read the latest materials. However, the main approach of the course is experiential. Students do hands-on exercises and explorations that develop their appreciation for the present electronic commerce environment, and also for what is likely to happen in the future.

Prerequisite: BUS 200, COM 140

3 hours a week, 1 semester, 3 credits. Fall and Spring

BUS 285 PRINCIPLES OF ENTREPRENEURSHIP

A course that examines how entrepreneurs search for innovative opportunities both within an organization and as a new enterprise. The student will utilize existing knowledge, and gain an understanding of the protocols and mechanisms needed to bring a product or service to market. Writing a business plan is an integral part of the course.

Prerequisites: BUS 200, BUS 219 or ACC 242, BUS 150

3 hours a week, 1 semester, 3 credits. Spring 2007, 2009

**BUS 380 INTERNATIONAL BUSINESS SEMINAR:
THE EUROPEAN UNION**

A ten to fourteen day on-site study of the European Union at the Union's Brussels headquarters and in selected member countries. The impact of "fortress Europe" on its members and trading partners will be examined. Students will observe the banking, investment, manufacturing, and retail communities in member countries and have the opportunity to experience the cultural life of each country visited. Nine hours of classroom discussion precede the visit. A research project is due one month after return. (Additional fee for travel expenses, etc.)

Prerequisite: BUS 200 or approval of the instructor

1 semester, 3 credits. Summer only

BUS 472 BUSINESS POLICY SEMINAR

An examination and integration of all the business aspects of an enterprise. The student is given the opportunity to review the principal functions of management such as production management, financing, human resources and marketing. The writing of a major paper is the focal point of the student's efforts.

For senior Business Major students only.

3 hours a week, 1 semester, 3 credits. Spring

MARKETING

BUS 200 MARKETING

A study of the importance of marketing to society and to the economy, and its pivotal role in the business and non-profit sectors. The course provides a firm foundation in marketing principles and in the strategic marketing planning process.

3 hours a week, 1 semester, 3 credits. Spring

BUS 204 MARKETING PROMOTION AND ADVERTISING

An intensive review and study of the promotion and sale of products or services. Both conceptual and applied approaches to such areas as advertising and public relations are used. The student will be required to develop a report on a promotion plan for a product or service.

Prerequisite: BUS 200

3 hours a week, 1 semester, 3 credits. Spring 2007, 2009

BUS 208 PUBLIC RELATIONS

The study of Public Relations and its role as a communications and marketing tool. Corporate image, external and internal communications, and firms' relationships with various organizations are explored. Case study analysis and practice in writing press releases and other corporate communications are expected.

3 hours a week, 1 semester, 3 credits. Spring 2006, 2008

BUS 302 RETAIL MANAGEMENT

A study of the marketing of goods and services to the final customer. Topics include the structure of contemporary American retailing, assortment planning, inventory control, customer service, price, promotion and location strategies, international retailing, and the interrelationship of retailing, society, and the economy.

Prerequisite: BUS 200, MAT 200

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

BUS 306 MARKETING RESEARCH

A study of the various research methodologies used in solving marketing research problems. Includes Research Design and Data Collection Methods (surveys, questionnaire design, sampling) to enable the student to make the best possible decision in exploring solutions to marketing problems and opportunities. A complete Marketing Research report is required.

Prerequisites: ECO 222, BUS 200

3 hours a week, 1 semester, 3 credits. Fall 2006, 2008

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.



CHILD STUDY

S. Miriam Honora Corr, Ed.D., *Chairperson*

Susan Straut Collard, Ph.D., *Associate Chairperson*

The courses in Child Study are designed to prepare students to work with children in a variety of settings, including preschools, elementary schools, and special education facilities. The curriculum emphasizes a developmental approach toward children, with a strong grounding in the psychological foundations of child development and good educational practice. Various courses deal with children of all abilities and ages, from gifted children to those with severely delayed development, from newborns through childhood years. Emphasis is placed on practices which encourage inclusion of children with special needs and acknowledge the importance of cultural and linguistic diversity.

All students accepted into the department work toward a Bachelor of Arts degree in Child Study, with a 30-credit area of concentration in a field other than Child Study (as specified in the box on page 79). These students must maintain an average in their major of C (2.0) or higher. Transfer students are required to take at least 15 of the credits in Child Study at St. Joseph's College.

Students who wish to teach, and who meet the academic and professional requirements of the department (see Child Study Guidelines), may elect to follow a certification plan. Successful completion of this more intensive program of study will qualify the student for initial certification in four areas: Early Childhood (birth-grade 2), Childhood (grades 1-6), Students with Disabilities: Early Childhood (birth-grade 2), and Students with Disabilities: Childhood (grades 1-6). These students must maintain an overall average and a major average of B- (2.7) or higher. The New York State Education Department requires that in order to obtain initial certification, a student must (a) have met the college's requirements for the bachelor's degree, which include a general education core, a content core, and a pedagogical core; (b) have passed the New York State Certification Examinations – the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Tests for each of the certifications; (c) have taken a Child Abuse workshop and a Prevention of School Violence workshop; and have completed a finger printing packet distributed by the State Education Department. At the time of graduation, there is a fee of \$50 payable to the New York State Education Department for each initial certificate. St. Joseph's College programs are accredited by the New York State Board of Regents.

Dillon Child Study Center

The Dillon Child Study Center is the campus laboratory school for the department. The program, opened in 1934, is registered by the New York State Department of Education and licensed by the New York City Department of Health. In addition to services described elsewhere in this catalogue, the Center affords observation and practicum experiences for students in the Child Study Department, which makes a special commitment to the importance of the early childhood years. The Dillon Center exemplifies for them an educational facility that meets the needs of typically developing children as well as children with disabilities at the early childhood level of instruction.

Susan Straut Collard, Ph.D., Educational Director.

Core Courses: Courses that may be elected by non-majors toward the core curriculum in the Division of the Social and Behavioral Sciences are the following: CS 101, 102, 121.

Child Study Major

Required for initial certification in Early Childhood (birth-grade 2), Childhood (grades 1-6), Students with Disabilities: Early Childhood (birth-grade 2) and, Students with Disabilities: Childhood (grades 1-6).

Freshman year: CS 101, 102

Sophomore year: CS 121, 208, 210, 211, SPC 102

Junior year: CS 301, 302, 309, 320, 323, 324, 325, SPC 224

Senior year: CS 352, 400, 413, 423

Prerequisites: CS 100 and 200 level courses are prerequisites for CS 300 courses; CS 300 courses are prerequisites for CS 400 courses.

Area of Concentration: Majors must take a concentration of 30 credits in one of the following areas: English, History, Human Relations, Mathematics, Psychology, Science, Social Sciences, Sociology, Spanish, Speech Communication. Students should meet at least once per semester for advisement with the Chairperson/Associate Chairperson of the concentration to ensure that they are taking the appropriate courses to complete the concentration.

Core Requirements:

Humanities - all Child Study majors will take eight courses in the humanities:

1 Art course

1 Music course

1 English Literature course

SPC 102 and SPC 224

1 year of college-level foreign language

1 Classics, Philosophy, or Religious Studies course.

History and Social/Behavioral Sciences - all Child Study majors will take an American History course, and 3 of the following:

New York State History

World History

Psychology

Sociology

Science and Mathematics - all Child Study majors will take 2 Lab Science courses and 2 non-computer Math courses.

Writing - all Child Study majors will take Writing for Effective Communication (ENG 103).

Student Teaching: To be eligible for student teaching (CS 413 and CS 423) in senior year, majors must have completed the Student Teaching packet by the end of the junior year. They must receive approval from the Child Study Recommendations Committee. The Committee determines whether the student has demonstrated (a) the personal and professional qualities necessary for teaching, (b) good communication skills (written and oral), and (c) a cumulative average and an average in the Child Study courses of B- (2.7) or higher. Application forms for student teaching for CS 413 and CS 423 must be submitted to the Coordinators of Field Placement within two weeks after registration days for seniors. A fee of \$25 will be charged for applications received after these dates. Majors should plan their programs so that a maximum of 13 to 14 credits will be taken in student teaching semesters to enable them to commit themselves to teaching responsibilities.

CS 101 CHILD PSYCHOLOGY AND DEVELOPMENT I

An introduction to the study of human development processes, theories and variations, which will include the impact of culture, disability, socioeconomic level, personal health and safety, nutrition and the principles and theories of development during the first two years of life. The course will address the concepts of collaboration and parent/child relationships, inclusion, past and present abusive and dangerous environments and the impact of technology on childbearing and child-rearing.

5 hours of directed observation of very young children.

3 lecture hours, 1 semester, 3 credits, Fall

CS 102 CHILD PSYCHOLOGY AND DEVELOPMENT II

A study of the patterns of physical, cognitive, social/emotional development of the child age two through adolescence, with emphasis on the preschool and middle-childhood periods. Topics include theories and research applicable to the developmental sequences in cognition, play and peer relationships, parent/child relationships, prosocial and moral development, cross-cultural perspectives, and contemporary issues of concern, such as poverty, divorce and abduction. The course includes the required NYS/NYC Board of Education curriculum in the identification and reporting of suspected child abuse or maltreatment.

5 hours of directed observation of children.

3 lecture hours, 1 semester, 3 credits. Spring

CS 121 PSYCHOLOGY OF THE EXCEPTIONAL CHILD

An introduction and overview of the human development of persons with the full range of disabilities and special health care needs, also including the gifted, and the effect of those disabilities and needs on learning and behavior. Emphasis will consider skills in networking and collaborating with parents and multidisciplinary teams for services, and the necessity of following legislative procedures to access and maintain services. The course will address the utilization of assistive technologies that will maximize independence as well as concerns related to cultural diversity and inclusion. Fieldwork hours required for Secondary Education students will be arranged by the Secondary Education Department.

3 lecture hours, 1 semester, 3 credits. Fall and Spring

CS 208 EARLY CHILDHOOD: CURRICULUM, METHODS & MATERIALS

An interactive exploration of early childhood curriculum and practices focusing on children from birth to grade two. Course content will be based on developmentally appropriate practices reflective of research based pedagogy and integration of technology in the classroom. Students will acquire increasing competency in forming parental partnerships, collaborations with other professionals and paraprofessionals and creating environments conducive to multiculturalism and inclusion. Students will plan and implement lessons within their fieldwork experience in the campus based Dillon Child Study Center.

2 lecture hours, 1 semester, 2 credits. Fall and Spring

CS 210 PRESCHOOL EDUCATION PRACTICUM

A practicum in the Dillon Center laboratory school for one semester of the sophomore year. Intensive study of preschool education from the child development point of view. Emphasis on the role of the teacher and assistant as reflective planners for the needs of typical children and children with disabilities and their parents. Exposure to guiding behavior, planning activities and the importance of individual differences in planning activities and selecting materials appreciating children's cultural backgrounds, individual needs and interests.

30 hours of participation in the preschool. 1 credit. Fall and Spring

CS 211 FOUNDATIONS OF CHILDHOOD EDUCATION

A study of the school from the historical, sociological, educational and philosophical perspectives. The course will explore legislation as it relates to rights and responsibilities of teachers, students, parents, community members and school administrators. The course is designed to introduce the concepts of instructional planning, motivation, classroom management, as well as the school's response to AIDS, drug/alcohol abuse, child abuse and abduction, and the effect of culture, poverty and socio-economic level on learning. Skills in the use of technology as it relates to classroom instruction and planning will be addressed.

30 hours of guided fieldwork observation, Grades 1-6

3 lecture hours, 1 semester, 3 credits. Fall and Spring

CS 301 LITERACY AND LANGUAGE IN THE PRIMARY GRADES

A study of theoretical perspectives and practices of the reading process as set forth by the National Council of Teachers of English and the International Reading Association. The course is designed to focus on language acquisition and literacy development by native English speakers, students who are English language learners and students with special language/literacy learning needs. The course content emphasizes skill in developing reading assessment strategies, listening, speaking, writing, reading skills, instructional planning and the design of materials for all students including students with disabilities. Opportunities to apply technology to the teaching of reading will be explored as well as opportunities for collaboration between supervising teachers, students, parents and colleagues.

2 lecture hours and a junior practicum: 1 morning each week for the entire semester (a **minimum** of 35 contact hours) in an inclusive setting (grades 1-2). 1 semester, 3 credits. Fall and Spring

CS 302 LITERACY AND LANGUAGE IN THE INTERMEDIATE GRADES

A study of theoretical perspectives and practices of the reading process as set forth by the National Council of Teachers of English and the International Reading Association. This course will focus on skills in the area of instructional planning as well as the listening, speaking, reading, writing and assessment of reading skills of all students including students with disabilities and special learning needs. Literacy development by native English speakers and students who are English language learners will be addressed. Opportunities for the design and adaptation of curriculum and materials for students in the intermediate grades in Social Studies as well as for students with special learning and cultural needs in inclusive settings will be considered. Consideration will be given to the identification and use of appropriate technological hardware and software applicable on the intermediate level.

Prerequisite: CS 301

2 lecture hours and junior practicum: 1 morning each week for the entire semester (a **minimum** of 35 contact hours) in grades 3-6, 1 semester, 3 credits. Fall and Spring

CS 309 MATHEMATICS AND SCIENCE IN THE ELEMENTARY SCHOOL

A course designed to present the concepts, methods, and materials of developmental mathematics and science currently taught in the elementary schools. Topics include problem solving, assessment, use of manipulatives, hands-on experimentation, lesson planning, and the social and psychological principles underlying mathematics and science instruction. The design and development of innovative instructional materials, including application of technological knowledge and skills, for individualizing instruction are integral parts of this course.

3 lecture hours, 1 semester, 3 credits. Fall and Spring

CS 320 EDUCATIONAL ASSESSMENT

A study of the fundamentals of formal and informal assessment for use with students from the entire continuum of placements, including students from general education, students who are at risk, and students who are receiving or being considered for special education services. Students will learn to participate in the assessment process and to use the assessment data to plan and modify instruction as part of a collaborative multidisciplinary team. Topics will include descriptive statistics and score conversions; graphing; legal and ethical aspects of assessment; possible cultural bias in tests; tests construction, and an overview of commonly-used norm referenced tests to intelligence, academic achievement, language and behavior. Practice in administering and scoring, by hand or computer, various standardized tests and skill in using these resources to enhance teaching.

2 lecture hours, 1 semester, 2 credits. Fall and Spring

CS 323 CHILDREN WITH LEARNING DISABILITIES

An introduction to the study of children with learning disabilities. Topics include theoretical perspectives, formal and informal assessment, teaching methodologies and materials, diversified learning styles, the use of technology in teaching and learning, and current research trends in the field. The effect of factors in the home, school, and community are considered, as well as the impact of students' culture, heritage, and history on their development and needs. The importance of home-school relationships in the support of student learning is emphasized. With an emphasis on inclusion, the course is designed for both general and special education teachers.

3 lecture hours, 1 semester, 3 credits. Fall and Spring

CS 324 SPECIAL EDUCATION: CURRICULUM, METHODS, AND MATERIALS I

This course is an interactive exploration of the nature of early childhood students within the full range of disabilities, and special health care and cultural needs and the effect of those disabilities and needs on learning and behavior. Opportunities will be provided for skill development in identifying strengths, planning, designing and adapting instruction and materials, collaborating with teachers and parents to prepare students with disabilities and special needs to attain their highest levels of academic achievement and independence in the inclusive setting. Students will explore the use of assistive and instructional technology in teaching and learning.

Prerequisite: CS 121

2 lecture hours and a **minimum** of 35 contact hours in an inclusive setting (preschool-grade 2). 1 semester, 3 credits. Fall

CS 325 SPECIAL EDUCATION: CURRICULUM, METHODS, AND MATERIALS II

A study of the nature of childhood students within the full range of disabilities and special health-care needs and the effect of those disabilities and needs on learning and behavior. Under the guidance of master teachers, in self-contained and inclusive settings, students will implement skills in designing and adapting materials and curriculum, learn to prioritize strengths and prepare students with severe disabilities to attain their highest level of vocational achievement and independence. The use of assistive and instructional technology in teaching and learning will be observed, adapted and implemented in the fieldwork placement.

2 lecture hours and a **minimum** of 35 contact hours in an inclusive setting (grades 3-6). 1 semester, 3 credits. Spring

CS 352 CLASSROOM MANAGEMENT

A course designed to develop the necessary teaching skills needed to promote a positive atmosphere in the classroom. A variety of models, theories and philosophies pertaining to classroom management will be explored and opportunity for application will be provided.

Prerequisite: CS 211

1 credit, 15 lecture hours. Summer and Fall

CS 400 RESEARCH IN CHILD DEVELOPMENT AND CHILDHOOD EDUCATION

Introduction to research in the fields of child development and education. With individual guidance, students select a topic of interest, review relevant literature, arrange for a sample of participants, conduct a simple project exploring this topic, and write up their research following APA standards. (*Grade of C- or higher required for successful completion of this course.*)

1½ lecture hours, individual appointments. 1 semester, 3 credits. Fall and Spring

CS 413 SUPERVISED STUDENT TEACHING

Observation and supervised practice teaching in early childhood and childhood settings arranged to meet the requirements of the initial certificates in Early Childhood and Childhood in New York State. Lesson planning for content areas: Mathematics, Science and Social Studies. Required weekly seminar.

(*Grade of B- or higher required for a student to be recommended for New York State Certification.*)

Prerequisite: Approval of Recommendations Committee.

One semester in the schools: 20 days in grades 1-2 and 20 days in grades 3-6, 4 credits. Fall and Spring

CS 423 SPECIAL EDUCATION STUDENT TEACHING

Observation and supervised student teaching in self-contained, special education classes, inclusive classes, or resource rooms, arranged to meet the requirements of the initial certificates for Children With Disabilities: Early Childhood and Childhood. Required weekly seminars.

(Grade of B- or higher required for a student to be recommended for New York State Certification).

Prerequisite: Approval of Recommendations Committee.

One semester in a special class: 20 days in grades 1-2 and 20 days in grades 3-6, 4 credits. Fall and Spring



CLASSICS

The courses in classics aim to impart a knowledge and appreciation of the ancient Greek and Latin cultures that have contributed so largely to the foundations of western civilization and have influenced so many fields of thought even to the present day.

Core courses: CLA 112, 122, 154.

CLA 112 CLASSICAL LITERATURE
ENG 112

A study of the human experience as reflected in the work of the great eastern classical writers, such as the authors of the *Bhagavid Gita* and *Gilgamesh*, as well as Homer, Sophocles, Euripides and Virgil. The influence of the classics on western literature will also be examined. This course may be credited to Classics or English.

3 hours a week, 1 semester, 3 credits. Spring 2007

CLA 122 THE GLORY THAT WAS GREECE: THE GRANDEUR
HIS 122 THAT WAS ROME

An in-depth study of the Greco-Roman culture and civilization. Special attention will be given to the political, social, economic and cultural life of both peoples against the world setting in which they both rose, flourished, and declined. This course may be offered for Classics or History.

3 hours a week, 1 semester, 3 credits. Fall

CLA 154 SOURCES OF GREAT WESTERN IDEAS
PHI 154

This course undertakes a study of the classical origins of Western philosophy in Greece and Rome with a special emphasis on its relevance to Modern times. Readings may include literature, drama, poetry, as well as the classic Greek philosophical texts in an examination of such foundation concepts as nature, self, soul, and virtue.

This course may be credited to Classics or Philosophy.

3 hours a week, 1 semester, 3 credits. Spring

COMPUTER SCIENCE

St Joseph's College offers a major in Computer Information Systems, minors in Computer Science and Computer Information Systems, and a certificate in Information Technology Applications. A full description of these programs and all Computer Science courses is given in a special section under the Mathematics Department beginning on page 137.

EDUCATION (SECONDARY)

S. John Raymond McGann, Ph. D., *Chairperson*

Roy Rosario Pellicano, Ed. D., *Associate Chairperson*

The Education Department, in keeping with New York State Standards and guidelines, seeks to prepare students for Initial Certification in Adolescence Education with majors in biology, chemistry, English, history, mathematics, and Spanish, in New York State Approved Programs as effective February 2, 2004. The St. Joseph's College Adolescence Education programs are accredited by the New York State Board of Regents.

The programs, grounded in the tradition of the liberal arts, provide students with a core curriculum and adequate depth and breadth of knowledge in their major field. (See specifics required of majors in their respective field.) Close collaboration exists among major departments and the Education Department in the preparation of teachers.

For entrance into the secondary education program, all students will be required to file a formal application in the Education Office. A College average of 2.7 is required and an acceptable grade in a writing sample. Thereafter, students must maintain a 2.7 GPA College-wide, in their major field, and in their Education coursework. In addition, an application must be made for student teaching before registering for Education 473.

Professional competence is developed through a sequence of courses that integrate theory and practice, as well as through 100 hours of fieldwork in the middle and secondary schools prior to student teaching. These field experiences introduce the prospective teacher to working with students and teachers in a variety of situations and in roles of increasing responsibility.

St. Joseph's collaborates with Brooklyn Technical High School in its competency-based program. Faculty of both institutions work together to assist students to develop the knowledge, skills, and attitudes needed by competent teachers.

All students preparing to teach must demonstrate acceptable expository writing, and the ability to utilize new technologies. (Workshops in the latter area will be required for all candidates.) In addition, students must complete a year of modern languages at the College level, and two approved speech courses (three for English majors), with a grade no lower than 3.0.

In addition to the academic requirements of the College, and in accordance with the regulations of the Regents of the State of New York, to gain Initial Certification teacher candidates must achieve pass-

ing scores on the New York State Teacher Certification Examinations (NYSTCE): Liberal Arts and Science Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Test in their major field (CST). Certification also requires evidence of participation in a Child Abuse Workshop and a Violence Prevention and Intervention Workshop, both of which will be provided at the College.

Candidates usually enter the program as sophomores. Other students may elect Education courses with the permission of the department.

Core Course: Education 115, Educational Psychology, may be offered to fulfill the requirement in the Social and Behavioral Sciences.

Adolescence Education (Grades 7-12)

| | |
|----------------------|----------------|
| Teacher of Biology | Spanish |
| Teacher of Chemistry | Mathematics |
| Teacher of English | Social Studies |

Required Courses (22 credits)

| | credits |
|-------------|---------|
| EDU 115 | 3 |
| PSY 220 | 3 |
| CS 121 | 3 |
| EDU 234 | 2 |
| EDU 360 | 3 |
| EDU 361-366 | 2 |
| EDU 473 | 6 |

Required Speech Courses (6 or 9 credits)

| | |
|-----------------------------------|---|
| SPC 102 | 3 |
| SPC 218 | 3 |
| SPC 217 (for English majors only) | 3 |

EDU 115 EDUCATIONAL PSYCHOLOGY

An introduction to the psychological foundations of education, aimed at developing basic competence in the understanding of growth and development, the psychology of personality and adjustment, the assessment and handling of individual differences, and the psychology of learning. A minimum of 20 hours of field work required.

Usually taken in sophomore year.

3 hours a week, 1 semester, 3 credits. Fall

EDU 234 SOCIOLOGICAL AND PHILOSOPHICAL
FOUNDATIONS OF EDUCATION

An inquiry into the process of education as seen by the historian, sociologist and the philosopher. Examination of selected contemporary problems within an historical context, with emphasis on the needs of the urban school and a multicultural society. The effects of socioeconomic factors, violence/abuse, and health and safety issues on student learning. A minimum of 20 hours of field work required.

Usually taken in junior year.

2 hours a week, 1 semester, 2 credits. Spring

EDU 256 TEACHING ENGLISH TO SPEAKERS OF OTHER
LANGUAGES

A study of the theory, methods and materials used in the teaching of English to speakers of other languages. Topics include the cultural, psychological and linguistic considerations in teaching/learning a second language and the place of ESL in bilingual education.

Departmental approval required

2 hours a week, 1 semester, 2 credits. Offered when there is sufficient demand.

Senior Methods Block

The general and special methods courses, taken just prior to student teaching, are considered an integrated block, with a team of college instructors working together with high school teachers to help students develop competence. The total experience includes regular field work, supervised by the college, in one or more schools where students observe, tutor, assist with small groups, and begin to teach.

During the fall semester, students spend one morning a week in Brooklyn Technical High School as part of their methods courses.

EDU 360 METHODS OF SECONDARY EDUCATION

A combined college-field course, seeking to develop competence in areas of common concern to secondary school teachers: curriculum, methods, materials of instruction, planning, assessment, content reading strategies, classroom management, study skills, and technology. Microteaching and classroom observation and practice. A minimum of 20 hours of field work required.

Prerequisites: EDU 115, PSY 220, Departmental approval

3 hours a week plus field work, 1 semester, 3 credits. Fall

EDU 361 METHODS OF TEACHING ENGLISH IN
SECONDARY SCHOOL

A study of aims, curriculum, methods, and materials for the teaching of the language arts: composition, literacy, language, technology, literature, and reading. Observation and practice in teaching. A minimum of 20 hours of field work required.

Prerequisite: Departmental approval

2 hours a week plus field work, 1 semester, 2 credits. Fall

EDU 363 METHODS OF TEACHING HISTORY AND SOCIAL
STUDIES IN SECONDARY SCHOOL

A study of objectives, values, and problems of teaching history and social studies; curriculum and materials; classroom strategies and techniques including written, oral, and performance-based assessment; content reading and technology. Observation and practice in teaching. A minimum of 20 hours of field work required.

Prerequisite: Departmental approval

2 hours a week plus field work, 1 semester, 2 credits. Fall

EDU 364 METHODS OF TEACHING MATHEMATICS IN
SECONDARY SCHOOL

A study of objectives and methods of teaching mathematics; recent curricular developments in pedagogy, content reading, and technology and their impact on methodology; assessment techniques. Observation and practice in teaching. A minimum of 20 hours of field work required.

Prerequisite: Departmental approval

2 hours a week plus field work, 1 semester, 2 credits. Fall

EDU 365 METHODS OF TEACHING MODERN LANGUAGE IN
SECONDARY SCHOOL

A study of varied approaches to language learning; integration of culture and language; curriculum, materials, and planning for teaching Spanish. Observation and practice in teaching. A minimum of 20 hours of field work required.

Prerequisite: Departmental approval

2 hours a week plus field work, 1 semester, 2 credits. Fall

EDU 366 METHODS OF TEACHING SCIENCE IN
SECONDARY SCHOOL

A study of aims, methods, and materials for teaching the physical and biological sciences. Content reading, technology and application of assessments for both lab and written work. Observation, demonstrations, and practice in presenting lessons. A minimum of 20 hours of field work required.

Prerequisite: Departmental approval

2 hours a week plus field work, 1 semester, 2 credits. Fall

EDU 473 SUPERVISED TEACHING IN SECONDARY SCHOOLS

Observation and supervised practice teaching, a minimum of five mornings a week, in a secondary school for a full semester. Students will have experience in grades 7-9 and 10-12. Concurrent group and individual conferences, reports, self-evaluation, content reading strategies, drug and alcohol education, as well as workshops in Child Abuse and SAVE.

Prerequisites: Two approved speech courses; approval of Faculty Recommendations Committee.

1 semester, 6 credits. Spring

Career Education

The following courses are offered as a service to all students in the College by the Director of Counseling and Career Services.

EDU 180 SELF EXPLORATION AND CAREER SEARCH I

An interdisciplinary approach to expanding the knowledge of oneself in relation to the choice of a career. Sources of information include the evaluation of one's values, skills, aptitudes and abilities and how they pertain to a future profession.

Suggested for sophomores and juniors.

75 minutes a week for 10 weeks, 1 credit. Fall

EDU 181 CAREER SEARCH II

An interdisciplinary approach to career possibilities and the skills needed to secure employment in today's market. Resume preparation, professional correspondence, the application process and interviewing skills are included.

Suggested for juniors and seniors.

75 minutes a week for 10 weeks, 1 credit. Spring

ENGLISH

Patricia S. Gabel, M.A., M.Phil., *Chairperson*

As one of the formative experiences of civilized life, the study of literature is an integral part of every person's intellectual development. All students, therefore, are encouraged to take a course in the 100 range which will extend the skills attained in Writing for Effective Communication and focus them on an understanding and appreciation of literary genres worldwide or of the multi-ethnic dimensions in American literature.

Courses at the 200 level are delimited geographically and historically and aim at more sophisticated literary study; 300 level courses explore the works of individual themes or authors; 400 level courses are generally restricted to junior and senior majors. The wide spectrum of literary and historical periods covered in the English department offerings provides for comprehensive background and the possibility of specialization in such areas as Major Authors, the American Experience, British Literature, and Creative Writing.

Core Courses: All 100 level literature courses at or above ENG 112. Literature courses at the 200 and 300 level may be offered as additional core.

The Major: 39 credits in addition to those earned in ENG 103.

One course must be in literature of the English Renaissance and one must be in the area of Medieval literature before 1550.

In addition:

Required of Juniors

ENG 400, 404, 405 9 credits

Required of Seniors

ENG 487, ENG 402, ENG 403 9 credits

An average of B-, 2.7 or higher, must be achieved and maintained in the 400 level "capstone" courses.

Secondary Education: 39 credits in addition to those earned in ENG 103.

The 39 credits must include ENG 400 and one course in each of the following: American, British, World Literature.

Three Speech courses are required: SPC 102, 217, 218.

Area of Concentration for Child Study Majors: 30 credits in English in addition to those earned in English 103; 18 of the 30 credits must be in courses above the 100 level; ENG 400, ENG 404, ENG 405.

The Minor: 18 credits in English, American or World Literature, i.e., those courses listed in the catalogue including or above ENG 112. Twelve of these credits must be at or above the 200 level.

N.B. for Transfer Students:

Because the English Department requires that 18 of the 39 major credits be in courses at the 200 level or above, transfer students who have completed a program in Creative Writing will probably need all 18; those who have taken a literature sequence will have each course evaluated in reference to the St. Joseph's College Catalogue. Introductory courses will transfer at the 100 level; more specialized studies may transfer at the 200 level. Developmental or remedial courses do not count toward the major; neither does any standard Composition course which is a College requirement.

ENG 103 WRITING FOR EFFECTIVE COMMUNICATION

Analysis and application of the principles of effective writing. Skills development in the performance of various writing tasks. Research techniques are also implemented.

3 hours a week, 1 semester, 3 credits. Fall and Spring

ENG 105 CREATIVE WRITING

Introduction to creative writing; various exercises in prose fiction, non-fiction, poetry, and playwriting; opportunity to develop skill in gothic style, fantasy, and humor.

Prerequisite: English 103 or written permission of the chairperson.

3 hours a week, 1 semester, 3 credits. Spring 2006

ENG 107 FICTION WRITING

A course in advanced writing designed to give students an opportunity to develop skill in the writing of the short story. Students will also be expected to read work in progress and criticize each other's writing in class.

3 hours a week, 1 semester, 3 credits. Fall 2006

ENG 108 JOURNALISM

Designed to introduce students to the principles of journalistic writing, the basic elements and issues of news stories, and the expository and investigative techniques essential for successful communication in the mode.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

ENG 109 ANALYTICAL WRITING

Emphasis on increasing student skill in the use of logical progression, clarity, analysis, and illustration in writing. Attention to grammar, sentence and paragraph structures, punctuation, and usage as backdrop to effective exposition, argumentation, and editing of written material.

Prerequisite: ENG 103 or equivalent.

3 hours a week, 1 semester, 3 credits. Spring

ENG 110 COMMUNICATION FOR PROFESSIONALS

This course is designed to provide students with communication theories and proficiencies needed in professional organizations. Students will study the structural principles of this type of communication and its specialized writing techniques and formats, strengthen critical and editing skills, polish grammar and vocabulary, examine verbal and non-verbal communication modes, develop expertise in speaking and listening effectively.

3 hours a week, 1 semester, 3 credits. Fall

ENG 111 THE LANGUAGE OF FILM

A study of what is probably the most current and most popular form of communication. Film lectures will center on the history and development of film as an art form; class sessions will also include the viewing of selected short and feature films as well as discussion and written evaluation. This course does not fulfill core requirement.

3 hours a week, 1 semester, 3 credits. Spring 2007

ENG 112 CLASSICAL LITERATURE

CLA 112

A study of the human experience as reflected in the classic texts of East and West. Contributors to this study and to the foundations of culture are the authors of the *Bhagavid Gita*, *Gilgamesh*, and other eastern luminaries as well as Homer, Aeschylus, Sophocles, Euripides, and Virgil. This course may be credited to Classics or English.

3 hours a week, 1 semester, 3 credits. Spring 2007

ENG 113 INTRODUCTION TO DRAMA

Reading and discussion of plays representative of the richness in varying cultures and periods of World Drama designed to ask and answer the question: "What is the underlying, basic notion of the dramatic form?"

3 hours a week, 1 semester, 3 credits. Spring

ENG 114 INTRODUCTION TO POETRY

A study of selected poems which embody the varieties of cultural experience. Poetic techniques will be examined in the work of diverse voices such as Rios, Lord, Giovanni, Angelou, and Brooks.

3 hours a week, 1 semester, 3 credits. Fall

ENG 115 THE SHORT STORY

Definition, characteristics, developmental history, and stylistic trends of the short story as a literary form in different cultural traditions. Reading and interpretation of representative modern short stories both in English and in translation.

3 hours a week, 1 semester, 3 credits. Fall and Spring.

ENG 119 A RAINBOW OF VOICES

This course explores the ethnic richness which characterizes American literary history. Emphasis is placed on African-American, Native-American, and Asian-American literature, as well as on the Chicano and Puerto-Rican contributions to this complex and yet closely woven tapestry.

3 hours a week, 1 semester, 3 credits. Spring 2007

ENG 123 FICTIONAL NARRATIVE

An introductory survey of fictional narrative as exemplified in the novel and short story. Salient examples of each genre will be read and discussed.

3 hours a week, 1 semester, 3 credits. Fall

ENG 124 POETRY AND DRAMA

An introductory survey of poetic and dramatic forms. Exemplars will be chosen from diverse periods in literary history.

3 hours a week, 1 semester, 3 credits. Spring

ENG 125 AN INTRODUCTION TO MAGAZINE WRITING

Students will follow a format similar to that of ENG 108, "Journalism," and so must be familiar with the rules of journalism. This course, however, will focus on analyzing, writing, and re-writing longer-length, non-fiction articles; it is **not** a course in creative writing. As such, it will give students interested in pursuing careers as writers another outlet to test and improve their skills. They will read and analyze articles that appear in mainstream consumer and trade publications, receiving feedback from professional freelance writers for newspapers and magazines. Included are tips for breaking into the field of freelance writing as well as the different types of rights pertinent to authors and publishers. Students will also learn to write query letters formally proposing article ideas (with focus) and source lists, and they will conduct interviews. Course may not be used for the core curriculum.

3 hours a week, 1 semester, 3 credits. Fall 2006

ENG 199 SUPERVISED INTERNSHIP

Designed to give professional experience in a business organization whose activities require the communication and research skills developed by English majors. The student is expected to work 100 hours with or without remuneration during the internship, keep a log, and submit a paper applying the skills developed in various English courses to the internship assignment. A member of the English faculty will supervise the internship and will receive and consider the evaluations made by a representative of the business in assessing student performance.

1 semester, 3 credits.

Suggested Background for Courses in the 200-300 range:

| Course | Background |
|---------------|-------------------|
| ENG 219, 221 | ENG 112 |
| ENG 234 | ENG 114, 115 |
| ENG 245 | ENG 241 |
| ENG 253 | ENG 114 |
| ENG 258, 259 | ENG 115 |
| ENG 320 | ENG 112, 221 |
| ENG 332 | ENG 113, 219 |

ENG 218 MEDIEVAL LITERATURE

An introduction to the literary heritage of the Western Middle Ages, with special emphasis on the Spanish, French, Italian, and Latin backgrounds of Middle English. Rescued from obscurity are such important texts as the *Owl and the Nightingale*, the *Apocalypse of Golias*, and the *Testament of Cresseid*, while the student is also invited to browse in the gardens of medieval romance, epic, and lyric.

3 hours a week, 1 semester, 3 credits. Fall 2007

ENG 219 LITERATURE OF THE ENGLISH RENAISSANCE

Nondramatic literature of the English Renaissance as exhibited in the more important works in verse and prose of such representative writers as More, Sidney, Spenser, Marlowe, and Shakespeare.

3 hours a week, 1 semester, 3 credits. Spring 2007

ENG 221 SEVENTEENTH CENTURY LITERATURE

The prose and poetry of the seventeenth century with religious, political, and social backgrounds; the Puritan, the Cavalier, and the Metaphysical writers of the century; the Restoration and its literature.

3 hours a week, 1 semester, 3 credits. Spring 2006

ENG 222 THE AGE OF JOHNSON

The prose and poetry of the eighteenth century with political and social backgrounds from the time of Pope through the days of Dr. Johnson; discussion of the beginnings of romanticism.

3 hours a week, 1 semester, 3 credits. Spring 2007

ENG 233 PROSE AND POETRY OF THE ENGLISH ROMANTIC MOVEMENT

A study of the works, including poetry and prose, of the six major Romantic poets; Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

ENG 234 VICTORIAN PROSE AND POETRY

A study of representative Victorian poets and prose writers such as Tennyson, Browning, Mill, Arnold, Newman and Hopkins; current social and intellectual movements with relation to the literature of the period.

3 hours a week, 1 semester, 3 credits. Fall 2006

ENG 241 THE RISE AND DEVELOPMENT OF THE NOVEL

The novel: its roots and development from Greek literature to the 19th century.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

ENG 243 NINETEENTH CENTURY BRITISH NOVEL

A study of the major nineteenth century novelists from Jane Austen to George Eliot.

3 hours a week, 1 semester, 3 credits. Fall 2006

ENG 245 MODERN BRITISH NOVEL

Beginning with Thomas Hardy, this course will explore the many and developing facets of the modern British novel. The novelists' interest in experimental techniques of continental fiction will also be addressed.

3 hours a week, 1 semester, 3 credits. Spring 2006

ENG 253 MODERN POETRY

Detailed analysis of Eliot, Frost, Yeats, and Stevens with emphasis (shifting) on such poets as: Berryman, Brooks, Hughes, Larkin, Heaney, Moore, Sexton, Williams and others.

3 hours a week, 1 semester, 3 credits. Spring 2007

ENG 256 THE BIBLE AS LITERATURE

A study of the historical development of the Bible; literary analysis of selections from the Old Testament with emphasis on poetic and narrative elements.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

ENG 258 AMERICAN RENAISSANCE

This course will include a study of the major fiction, non-fiction, and poetry of American writers from 1820–1890, the period of romanticism, transcendentalism, nationalism, abolitionism, and realism.

3 hours a week, 1 semester, 3 credits. Spring 2006

ENG 259 MODERN AMERICAN NOVEL

An examination of the new fictional techniques and thematic concerns of the American novel beginning with Henry James and including such writers as: Wharton, Hemingway, Fitzgerald, Dreiser, Lewis, Ellison, Wright, Momaday, and Morrison.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

ENG 261 AFRICAN AMERICAN LITERATURE

A study of the contributions of the African-American community to the literature of the United States. The course will include folktales, the lyrics of spirituals, gospel and jazz compositions, slave narratives, works from the Harlem Renaissance and works of major writers such as Frederick Douglass, Harriet Jacobs, Langston Hughes, Zora Neale Hurston, Ralph Ellison, James Baldwin, Toni Morrison, Alice Walker.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

ENG 262 RESONANT VOICES

This course will introduce students to a range of writers representing the more contemporaneous international literary scene. It is intended to expand and deepen their knowledge of figures and genres outside the traditional canons of American and British literature. Longer and more sophisticated works of such diverse authors as the following will be studied: Chinua Achebe, Jorge Luis Borges, Nadine Gordimer, Tato Laviera, Gabriel Garcia Marquez, V.S. Naipaul, Wole Soyinka, Derek Walcott, Naguib Mahfouz (and others).

3 hours a week, 1 semester, 3 credits. Fall 2006

ENG 263 AMERICAN LITERATURE, 1890–1945

This course will include a study of the major fiction, non-fiction, poetry, and drama of American writers from the period of realism, naturalism, industrialism, immigration, World War I, modernism, the jazz age, the Depression, and World War II.

3 hours a week, 1 semester, 3 credits. Spring 2006

ENG 264 AMERICAN LITERATURE SINCE 1945

This course will include a study of the major fiction, non-fiction, poetry, and drama of American writers from World War II to the contemporary era.

3 hours a week, 1 semester, 3 credits. Fall 2006

ENG 303 CONTINENTAL MASTERWORKS

An examination of acclaimed masterpieces (in translation) from Western literary traditions other than the English. Selected from the following: *Song of Roland*, Dante's *Comedy* and other works, Boccaccio's *Decameron*, Erasmus' *Praise of Folly*, Cervantes' *Don Quixote*, Voltaire's *Candide*.

3 hours a week, 1 semester, 3 credits. Fall 2006

ENG 305 CHAUCER

To know “the first of the greats” in himself, in his position as a love poet, in his relation to the social, cultural, and religious milieu of the fourteenth century. Approaches to this vary but the emphasis is on the Chaucerian literary canon.

3 hours a week, 1 semester, 3 credits. Fall 2005

ENG 320 MILTON

Reading and interpretation of *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, together with Milton’s minor poems and selections from his prose. Class discussions and reports suggested by the study.

3 hours a week, 1 semester, 3 credits. Spring 2006

ENG 332 SHAKESPEARE

Reading and interpretation of some of Shakespeare’s best loved and most widely known works; study of the types of Shakespeare’s plays, structure and character development, major themes.

3 hours a week, 1 semester, 3 credits. Fall

ENG 370 SELECTED THEMES OR TOPICS OF LITERARY INTEREST

This course deals with literary issues, developments, or problems not covered in depth in the regular course offerings. It enables students to take advantage of faculty expertise in diverse and mutually interesting areas. Recent offerings have showcased (or will highlight) such topics as: “African-American Women Writers,” “Out of Africa & India: Modern English Literature,” “The Immigrant Voice in America,” “The African-American Literary Consciousness,” “Thomas Malory and the Emergence of King Arthur in Medieval Literary Types.”

3 hours a week, 1 semester, 3 credits. Fall and Spring

ENG 400 SCHOLARLY WRITING ABOUT LITERATURE

Introduction to the techniques of written textual analysis, including the role of literary theory in the production of scholarly writing.

Required of English majors and concentrates by the end of their junior year.

3 hours a week, 1 semester, 3 credits. Spring

ENG 402-403 ADVANCED SURVEY OF ENGLISH LITERATURE AND LITERARY CRITICISM

A capstone consideration of the literature of England from earliest Anglo-Saxon writing through the twentieth century. Historical, philosophic and social backgrounds are factored in, and theories of literary criticism are discussed where applicable.

Required of English majors by the end of their senior year.

3 hours a week, 2 semesters, 6 credits. Fall and Spring

ENG 404 ADVANCED SURVEY OF AMERICAN LITERATURE
 TO 1865

A detailed consideration of the diverse components of American literature, from its beginnings to the Civil War. *Required of English majors and concentrates by the end of their junior year.*

3 hours a week, 1 semester, 3 credits. Fall

ENG 405 ADVANCED SURVEY OF AMERICAN LITERATURE
 SINCE 1865

A detailed consideration of the diverse components of American literature, from the Civil War to the present. *Required of English majors and concentrates by the end of their junior year.*

3 hours a week, 1 semester, 3 credits. Spring

ENG 487 THE SENIOR THESIS

A focused, research-oriented project. Its product is the senior thesis. *Required of English majors in their senior year.*

Mentored, independent study, 1 semester, 3 credits. Fall

CASSETTE COURSES

To encourage independent work, the English Department offers courses in American and other literatures in which lectures are on tape and students respond by means of study guides. Permission of the instructor or chairperson required.

*ENG 237 MODERN AMERICAN DRAMA (Cassette Course)

A study of the major American dramatists of the twentieth century. By means of cassettes and study guides, plays from at least seven authors will be considered.

2 credits.

A third credit can be obtained through the completion of an extended research paper. For the third credit, consultation with the supervising professor will be necessary.

*ENG 238 MODERN EUROPEAN DRAMA (Cassette Course)

This course will investigate the development of modern drama in the European tradition from Ibsen to the Absurdist. Tapes and study guides are provided. Independent study.

2 credits.

An additional credit can be earned through the completion of an extended research paper. For this credit, consultation with the supervising professor will be necessary.

** If offered in satisfaction of the core curriculum, course must be taken for 3 credits.*

CO-CURRICULAR WORKSHOP IN YEARBOOK may be offered for academic credit in accordance with the policy that “students may earn academic credit per semester for a total of two credits toward the degree for participation in Art Club, Chapel Players (Dramatics), Men’s/Women’s Varsity Basketball, and Yearbook.” Consult the Moderator of the Yearbook.

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.



FINE ARTS

The arts embody some of the highest aspirations of the human spirit. Convinced of this, the Fine Arts Department seeks to introduce students to the enjoyment of the masterpieces of art and music. They are taught to develop their taste and deepen their critical sense as they pursue introductory work. Additional courses are offered for those students who desire further enrichment or development of creative expression.

ART

S. Patricia Manning, M.A., *Chairperson*

E. Jane Beckwith, M.F.A., *Associate Chairperson*

Core Courses: Art 100, 103, 105, 185, 202

If a student takes one of the core courses in Art, then other courses may be taken for additional core credit; however, only one studio course may be offered toward the Core Curriculum.

Art Appreciation

ART 100 THE UNDERSTANDING AND APPRECIATION OF ART

A study of the creative impulse as expressed in painting, architecture and sculpture from prehistoric times to the twentieth century, with emphasis on art as a reflection of the religious, cultural and social attitudes of the times. Illustrated lectures, discussions and museum visits.

May be offered for the Core Curriculum

3 hours a week, 1 semester, 3 credits. Fall, Spring

ART 103 ART AND ARCHITECTURE IN WESTERN EUROPE

An intensive field trip experience in which students will visit, study and experience the architecture, sculpture and painting of Europe. Guided tours and lectures by St. Joseph's faculty along with native guides will offer students a complete aesthetic experience. Slide and lecture presentations on campus, given during the Spring semester, will precede the trip. A final daily log of travel experiences and museum visits will be submitted for evaluation. The research paper is due one month after the completion of the tour.

12 hours on campus, tour 10 days. May be taken for 2-3 credits.

Spring

ART 105 THE VISUAL ARTS IN A GLOBAL WORLD

A field trip experience in which students will study the visual arts of non-European countries. Guided tours and lectures by St. Joseph's College Faculty along with local guides will offer students a comprehensive aesthetic appreciation of the culture they are studying. Lectures on campus will precede the trip. Students will be required to keep a daily log. Research paper due one month after return.

May be offered for the Core Curriculum

12 hours on campus, tour 10 days, 2 credits. May be taken for 3 credits with completion of a research project. Offered when there is sufficient student demand.

ART 185 ART AS COMMUNICATION

An introduction to the fine and functional arts. Analysis of how the painter, sculptor and architect use art elements and materials as a means of expression and communication. Discussion of the relationship of art to human needs and the role of art in daily life: the community, school, home and religion. Studio projects and illustrated lectures.

May be offered for the Core Curriculum.

3 hours a week, 1 semester, 3 credits. Fall and Spring

ART 202 HISTORY OF MODERN ART

An in-depth study of modern painting, sculpture and architecture from the late nineteenth century to the present. Students will examine principles of contemporary art and the historical development of the diverse styles of this era. Illustrated lectures, discussions, visits to museums and galleries.

3 hours a week, 1 semester, 3 credits. Spring

Studio

The emphasis of studio courses is to guide students in discovering, developing and expressing their creative potential. Exposure to varied approaches and techniques offers the beginning, as well as the advanced student, a broad scope for individual growth and expression. A \$60–95 materials fee will be charged in all studio courses.

ART 163 CRAFTS AS AN ART FORM I

An introduction to craft techniques that encourage creative expression as well as an understanding of the cultural history behind the forms. A variety of media may be used including clay, mosaic, enamel, textile, glass, and/or wood.

3 hours a week, 1 semester, 2 credits. This course may be taken for 3 credits with an additional studio hour. Spring 2006, Fall 2007

ART 173 PHOTOGRAPHY WITHOUT A DARKROOM

An exploration of photography that concentrates on making good photographs, emphasizing composition and content. Traditional 35mm film cameras with laboratory processing. Simple studio lighting and portrait photography. Digital photography with PhotoShop manipulation. Alternative techniques: pinholes, Polaroid image and emulsion transfers, altered photocopies.

3 hours (studio) a week, 1 semester, 2 credits. This course may be taken for 3 credits with departmental approval. Fall

ART 183 DRAWING I

An introduction to the skills and creative possibilities of drawing. This course is designed to enable the students to discover and develop their own unique styles and expressive qualities. Group discussion and analysis develops a critical awareness of the work of others as well as their own.

3 hours (studio) a week, 1 semester, 2 credits. This course may be taken for 3 credits with departmental approval. Fall 2006, 2008

ART 184 PAINTING I

Varied techniques, materials and approaches to painting are explored to develop and expand the students' capabilities and modes of expression.

3 hours (studio) a week, 1 semester, 2 credits. An additional credit is possible with departmental approval. Fall 2005

ART 186 CERAMICS I

A basic course in methods of working with clay including firing and glazing techniques. Emphasis will be given to the development of good structural form and decorative design.

3 hours (studio) a week, 1 semester, 2 credits. An additional credit for individualized studio work is possible with departmental approval.

Spring

ART 190 CERAMIC SCULPTURE

A course designed to develop skills and creative expression in clay, using sculpture as a focus. Projects will be planned to explore students' interests and challenge their capabilities.

3 hours (studio) a week, 1 semester, 2 credits. An additional credit for individual studio work is possible with departmental approval.

Spring

ART 263 CRAFTS AS AN ART FORM II

A more advanced exploration of one or more crafts in which the student pursues an individual, indepth and personal approach to the craft form.

Prerequisite: ART 163 or department approval

3 hours (studio) a week, 1 semester, 2 credits. This course may be taken for 3 credits with department approval. Spring 2006, Fall 2007

ART 267 DESIGN WORKSHOP

A basic course with individual projects to suit career needs. Preparation for exhibitions, planning publicity, advertising brochures and posters. Students will use the computer and laser printer in the production of their campaigns.

3 hours a week with additional studio time, 1 semester, 3 credits. Spring 2007

ART 283 DRAWING II

Based upon the drawing concepts developed in ART 183, the student progresses to more sophisticated drawing concepts and investigates various wet and dry media.

Prerequisite: ART 183 or departmental approval

3 hours a week with additional studio time, 1 semester, 3 credits. Fall 2006

ART 284 PAINTING II

A continuation of the concepts and skills of painting in which the student works toward a greater awareness of a personal statement and development of painting skills.

Prerequisite: ART 184 or departmental approval

3 hours a week with additional studio time, 1 semester, 3 credits. Fall 2005, Spring 2008

CO-CURRICULAR WORKSHOPS IN ART may be offered for academic credit in accordance with the policy that "students may earn 1/2 academic credit per semester for a total of two credits toward the degree for participation in Art Club, Chapel Players (Dramatics), Men's/Women's Varsity Basketball, and Yearbook."

DANCE

Core Courses: Dance 101, 103.

These courses will fulfill the humanities option of one semester of dance. However, they may not be used as one of six humanities areas.

DAN 101 TECHNIQUE AND SOURCES OF MODERN DANCE

A comprehensive course designed to provide students with an understanding of both the physical and creative aspects of dance. Emphasis on movement training in modern dance techniques. An introduction to dance as an art form: history and criticism, elements of choreography, the relationship of dance to other arts.

3 hours a week, 1 semester, 3 credits. Spring

DAN 103 DANCE THROUGH THE AGES

An overview of the historical and social aspects of dance from primitive culture to the present day. Various forms of dance will be performed. In addition, the development of dance as an art form will be studied through dancing, literature, film, and video. Students are also introduced to dance notation as a tool for understanding and writing about dance. Previous dance experience not required.

3 hours a week, 1 semester, 3 credits. Fall

DAN 110 DANCE MOVEMENT I

This class will focus on the fundamental techniques of dance movement, emphasizing expression and form. Exploring movement in space and the fundamentals of rhythm, the class will develop movement skills and coordination.

2 hours a week, 1 semester, 1 credit. Fall

DAN 112 INTRODUCTION TO TAP DANCE

This course will introduce the student to the technique and fundamentals of tap dancing. Students will have the ability to develop their skills as well as strengthening their tap sounds and quality. The class will consist of a warm up, across the floor work, and end with a combination.

2 hours a week, 1 semester, 1 credit. Spring

DAN 201 TECHNIQUE AND SOURCES OF MODERN DANCE II

A continuation of Dance 101 with an emphasis on choreography.

Prerequisite: DAN 101

3 hours a week, 1 semester, 3 credits. Spring 2006

MUSIC

Leon Bernardyn, M.M., G.P.D., *Chairperson*

Core Courses: Music 100, 101, 103, 104, 113, 115, 205, 206, 207, 208, 209, 210, 211, 212.

MUS 100 THE UNDERSTANDING AND ENJOYMENT OF MUSIC

A course in perceptive listening. Study of the various forms and styles in the musical literature from the Medieval to the Contemporary period. Illustrative recordings, required attendance at concerts.

3 hours a week, 1 semester, 3 credits.

MUS 101 THEORY I

Introduction to basic theory: intensive drill in notation and visual recognition in treble and bass clefs of key signatures, scales, intervals and meters; development of a sense of tonality through basic sight singing and melodic dictation.

3 hours a week, 1 semester, 3 credits. Fall 2005

MUS 103 SURVEY OF WORLD MUSIC

An overview of the music of Africa, Latin America, Europe, the Caribbean, the East Indies, Japan, India, and the United States. A study of the intercultural evolution of world music up to the present day in the various genres: folk, classical, jazz, musicals, rock and roll, pop, film, etc.

3 hours a week, 1 semester, 3 credits. Spring 2007

MUS 104 EVOLUTION OF AMERICAN MUSIC

A review of the growth of music in the United States from early American folk music to the complex and simple styles which exist today. This course is a study of the evolution of American music, the diversity of which is reflected in its multicultural population.

3 hours a week, 1 semester, 3 credits. Spring 2006

MUS 113 GREAT FIGURES IN MUSIC

This course explores the lives and music of the "greats." Students will travel through time as they encounter musicians from all genres and countries. Seven different musical figures will be selected as students discover the grand scope of music. Similarities and differences among the composers will be considered.

3 hours a week, 1 semester, 3 credits. Spring 2006

MUS 115 SURVEY OF EUROPEAN CLASSICAL MUSIC

A chronological study of western classical music from the Middle Ages to the present. This course will investigate the evolution of western classical music from its inception with vocal music to the multimedia status of this century.

3 hours a week, 1 semester, 3 credits. Fall and Spring

MUS 205 JAZZ

A survey of the evolution of jazz from its African origins to major contemporary styles; emphasis on harmonic, melodic and rhythmic development; techniques of improvisation and style; analysis of major performers.

3 hours a week, 1 semester, 3 credits. Fall

MUS 206 THE OPERA

The evolution of the opera. Historical background of the great composers. Representative recordings to supplement the lectures. Analysis of several individual operas. Required attendance at an opera performance.

3 hours a week, 1 semester, 3 credits.

MUS 207 TWENTIETH CENTURY MUSIC

A survey of the outstanding composers since the turn of the century, including Debussy, Ravel, Stravinsky, Schoenberg, Berg, Webern, Milhaud, Honegger, Poulenc, Bartok, Hindemith, Prokofiev, Shostakovitch, Vaughan-Williams, Britten, Charles Ives, Copland and other American composers. The historical background of the composers, their aesthetics and style characteristics, with special reference also to serial, aleatoric, electronic music and jazz.

3 hours a week, 1 semester, 3 credits. Spring 2008

MUS 208 THE CLASSICAL ERA (1750-1820)

The Classical style of Composer, Patron and Public in the Viennese Period: exploration of Sonata Form, Theme and Variations, Classical Symphony, Classical Concerts and Chamber Orchestras; treatment of basic concepts, terms and forms of design in Classical Music; presentation and analysis of the works of Joseph Haydn, Wolfgang Amadeus Mozart and their Classical contemporaries.

3 hours a week, 1 semester, 3 credits. Fall 2007

MUS 209 THE BAROQUE ERA (1600-1750)

The history of Early, Middle and Late Baroque in Italy, France, the Netherlands, England and Germany. A study of the recitative style, lute and keyboard music; cantata, oratorio and opera. Special reference to the music of Gabrieli, Monteverdi, Frescobaldi, Lully, Corelli, Purcell, Couperin, Vivaldi, Telemann, Rameau, Bach, Handel and Scarlatti.

3 hours a week, 1 semester, 3 credits. Spring 2008

MUS 210 THE ROMANTIC ERA

Musical thought in the 19th century. The Romantic Movement as manifested in music. Changing forms of musical composition such as the symphony, concerto and opera. Special study of the works of Schubert, Schumann, Chopin, Brahms, Berlioz, Wagner and Verdi.

3 hours a week, 1 semester, 3 credits. Spring 2006

MUS 211 DEVELOPMENT OF MUSIC IN MEDIA AND
MOTION PICTURES

This course examines media and film from the musical perspective: how music can enhance the desired effect of corresponding drama and images. From early 20th century silent film scores by classical composers such as Shostakovich, to turn-of-the-century compositional techniques (like Debussy, Stravinsky, or Schoenberg) found in the scoring of John Williams, historical traditions and other relevant background of selected music will be discussed.

3 hours a week, 1 semester, 3 credits. Fall, Spring

MUS 212 LATIN AMERICAN MUSIC

This course is an introduction to Latin American music. Including the music of Cuba, Brazil, and Argentina, Latin American Music intends to provide the students with a closer perspective on the genre. Topics will include a discussion of instrumental music, translations of vocal text, as well as a focus on the percussive elements. Concerning the latter, a large part of the class will be spent introducing students to the principal elements of playing Latin percussion. They will be expected to play these instruments in class as an attempt to experience music rather than only observing it.

3 hours a week, 1 semester, 3 credits. Fall 2006

HISTORY

Monica Brennan, Ph.D., *Chairperson*

Phillip Dehne, Ph.D., *Associate Chairperson*

The courses in history are semestral and are arranged to meet the needs not only of history majors, but of all students who are interested in history for its value as a liberal discipline. The courses are designed to present either a general survey of some civilizations, or an intensive analysis of more specialized fields in order that the student may acquire a deeper appreciation of the historical process, an understanding of the multicultural character of our global society, a fuller comprehension of the human person in the context of time, and a body of knowledge which will generate perspective on contemporary issues.

100s and 200s: Lower level survey courses. The levels of difficulty are comparable, through the 200 level courses tend to be in areas in which the student may have little or no background. 300s: Upper level specialized and topics courses. Students enrolled in upper level courses are assumed to have the reading, writing, and analytical skills appropriate to junior status (graduation from a community college or 64 credits).

Phi Alpha Theta

St. Joseph's College has a chapter, Phi Mu, of the international history honor society, Phi Alpha Theta. (See section on Academic Life.)

Core Courses: All 100 and 200 level courses and, with the advice of the major and history departments, courses numbered 300-349.

The Major: 38 credits, including satisfactory completion of HIS 410, 411, and 422. A maximum of 15 credits may be transferred into the major.

Required Courses

| | |
|------------------------|-----------|
| HIS 410 (6th semester) | 3 credits |
| HIS 411 (7th semester) | 2 credits |
| HIS 422 (7th semester) | 3 credits |

6 credits in American History

6 credits in European History

3 credits in Global History (210, 215, 220, 224, 250)

15 elective credits

(At least 9 credits must be taken on the 300 level.)

History Major: Teaching Social Studies in Secondary School

Required History

HIS 100 and HIS 102
HIS 152 or 310
HIS 170 and 172
HIS 276
HIS 410
HIS 411
HIS 422
6 credits in Global History:
HIS 210, 215, 220, 224, 250
6 credits must be at the 300 level

Required Social Science

ECO 120
ECO 278
POL 102, 103 and 104
SOC 100

Area of Concentration for Child Study Majors

Child Study majors are required to complete 30 credits, only 12 of which may be on the 100 level. They should choose at least

6 credits in Global History
6 credits in Western Civilization
9 credits in American History, including HIS 276

The Minor: 18 credits with at least 9 credits at the 200/300 level.

HIS 100 SURVEY OF WESTERN CIVILIZATION I

A survey of the origins and development of Western Civilization from ancient times through 1715. Emphasis on institutional, social, intellectual, and artistic development.

May not be taken by students who have taken HIS 114.

3 hours a week, 1 semester, 3 credits. Fall

HIS 102 SURVEY OF WESTERN CIVILIZATION II

A continuation of the study of Western Civilization from 1715 to the present.

May not be taken by students who have taken HIS 115.

3 hours a week, 1 semester, 3 credits. Spring

HIS 114 THEMES IN EUROPEAN HISTORY 1450-1815

To develop an understanding of the principal themes in European history from the High Renaissance through the Napoleonic Revolution: political, economic, social and cultural.

3 hours a week, 1 semester, 3 credits. Fall

HIS 115 THEMES IN EUROPEAN HISTORY 1815-1970

To develop an understanding of the principal themes in European history from the Congress of Vienna to the post World War II period: political, economic, social and cultural.

3 hours a week, 1 semester, 3 credits. Spring

HIS 122 THE GLORY THAT WAS GREECE: THE GRANDEUR
CLA 122 THAT WAS ROME

An in-depth study of the Greco-Roman culture and civilization. Special attention will be given to the political, social, economic and cultural life of both peoples against the world setting in which they both rose, flourished, and declined. This course may be offered for Classics or History.

3 hours a week, 1 semester, 3 credits. Fall

HIS 152 CONTEMPORARY INTERNATIONAL PROBLEMS

An in-depth study of selected controversial issues in the field of current history.

3 hours a week, 1 semester, 3 credits. Fall 2006

HIS 170 AMERICAN HERITAGE I

An historical study of the United States from its colonial beginnings through Reconstruction.

3 hours a week, 1 semester, 3 credits. Fall

HIS 172 AMERICAN HERITAGE II

A continuation of the study of United States History from Reconstruction to the present.

3 hours a week, 1 semester, 3 credits. Spring

HIS 210 MODERN SUB-SAHARAN AFRICA

A survey of contemporary Africa south of the Sahara with emphasis upon internal history in the twentieth century from the viewpoint of current situations.

3 hours a week, 1 semester, 3 credits. Spring 2007

HIS 215 THE ARAB WORLD

North Africa and the Middle East in the nineteenth and twentieth centuries from the viewpoint of contemporary issues. The State of Israel will be considered in relation to the Arab world.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

HIS 220 EAST ASIA

The history and culture of China, Korea, Japan with an emphasis upon understanding the contemporary scene in light of the past.

3 hours a week, 1 semester, 3 credits. Spring 2006

HIS 224 SOUTH AND SOUTHEAST ASIA

A study of post World War II developments in India, Pakistan and Southeast Asian countries in light of past history. Emphasis will be on the rise of nationalism, problems of a social and economic order and an evaluation of world involvement in the areas.

3 hours a week, 1 semester, 3 credits. Fall 2006

HIS 229 THE AFRICAN-AMERICAN EXPERIENCE

A study of the major events and people; and the social, economic, political, and cultural trends that have shaped the African-American experience since 1619.

3 hours a week, 1 semester, 3 credits.

HIS 250 LATIN AMERICA

Iberian civilization in America from its colonial period to the present. Focus will be on the emergence of selected countries as modern nations and upon Latin America in hemispheric and world affairs in the twentieth century.

3 hours a week, 1 semester, 3 credits. Fall 2006

HIS 261 ENGLAND FROM THE ROMAN CONQUEST TO THE GLORIOUS REVOLUTION

Particular attention will be given to the development of Parliament, legal institutions and common law, the decline of medieval kingship, the Tudor revolution in government and the Civil War.

3 hours a week, 1 semester, 3 credits.

HIS 266 ENGLAND SINCE 1688

Particular attention will be given to the structure of the 18th-century society and politics, the transformation of English society by the Industrial Revolution, the growth of democracy, imperialism, and the impact of two world wars on Great Britain.

3 hours a week, 1 semester, 3 credits. Spring 2006

HIS 267 HISTORY OF IRELAND

Survey of Irish history from pre-historic times to the present. Emphasis will be on both political and cultural heritage, as well as on social and economic problems. The origins of the "Northern Irish Question" will be explored in depth.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

HIS 276 HISTORY OF NEW YORK: STATE AND CITY

An analysis of the history of New York from its Dutch beginnings to the present day. In addition to the study of particular events, issues and individuals of importance to the State's history, the emergence of New York City as a commercial, cosmopolitan center will be examined within the context of the region's overall development.

3 hours a week, 1 semester, 3 credits. Spring

HIS 301 MEDIEVAL EUROPE

The emergence of European civilization from the decline of the Roman Empire to the visitation of the Black Death in the middle of the 14th century.

3 hours a week, 1 semester, 3 credits.

HIS 303 THE RENAISSANCE AND REFORMATION

Western Europe will be examined between 1300 and 1550: humanism, the Renaissance arts and sciences, political experimentation, capitalistic and commercial developments, expanding world horizons and religious conflict.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

HIS 305 EARLY MODERN EUROPE

Western Europe, 1550–1715, will be examined as a time of religious and political conflict. Attention will be given to the rise of modern states, mercantilism, the scientific revolution, and the Baroque culture.

3 hours a week, 1 semester, 3 credits. Spring 2007

HIS 307 THE FRENCH REVOLUTION AND NAPOLEON
1789-1815

This period will be considered within the context of the Atlantic Community and the Ancien Regime. The causes of the French Revolution in depth, the course of the Revolution, the "Napoleonic Revolution," and the lasting effects of the era will be covered.

3 hours a week, 1 semester, 3 credits. Spring 2006

HIS 308 NINETEENTH CENTURY EUROPE

An analysis of the forces for change in 1815-1914 and their impact on individual Western European states. Special consideration will be given to the 'new' imperialism and the outbreak of World War I.

3 hours a week, 1 semester, 3 credits. Spring 2007

HIS 309 THE TWENTIETH CENTURY WORLD

This course explores the twentieth century from the First World War to the radical divisions that dominate the modern world. Europe is the focus, but since so much of the century's history is international or even global, non-European history will also be explored. Special attention will be paid to the rise of Communism, Nazism and Fascism, world wars and genocide, imperialism and decolonization, and the beginnings of the new Europe as the century ends.

3 hours a week, 1 semester, 3 credits. Fall 2006

HIS 310 AMERICAN FOREIGN POLICY

Principles and problems in American diplomatic history in periods of national and world crisis.

Prerequisite: HIS 172 or departmental permission

3 hours a week, 1 semester, 3 credits. Fall 2005

HIS 321 AMERICAN SOCIAL AND INTELLECTUAL HISTORY

Discussion on selected topics of the non-political aspects of American history, including economic influences, racial contributions, literary, artistic and scientific trends as well as religious problems and reform movements.

Prerequisite: HIS 172 or departmental permission

3 hours a week, 1 semester, 3 credits. Fall 2006

HIS 325 AMERICAN COLONIAL SOCIETY 1607–1763

A study of the origins and maturation of the American colonies from the founding of Jamestown to the dawn of the American Revolution. The course will emphasize the political, economic, and social dynamics of the various colonial societies. Particular attention will also be given to the interaction of the peoples of early America.

Prerequisite: HIS 170 or departmental permission

3 hours a week, 1 semester, 3 credits. Fall 2006

HIS 327 REVOLUTIONARY AMERICA 1763–1789

A study of the social, cultural, and political history of the period 1763–1789. The course will emphasize the causes and consequences of the American Revolution, and the development of a new nation and new governments.

Prerequisite: HIS 170 or departmental permission

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

HIS 329 EARLY NATIONAL PERIOD 1787–1848

This course will study United States history from the implementation of the Constitution in 1787 to the rise of sectionalism in 1848 including the beginning of political parties, the growth of nationalism, international relations, and the Jeffersonian and Jacksonian periods.

Prerequisite: HIS 170 or departmental permission

3 hours a week, 1 semester, 3 credits. Spring 2007

HIS 335 AMERICAN CIVIL WAR AND RECONSTRUCTION

An examination of why the crisis occurred when it did, of the main actors in the tragedy, and of the short and long range consequences of the War between the States.

3 hours a week, 1 semester, 3 credits. Spring 2006

HIS 340 AMERICA IN THE INDUSTRIAL AGE 1877–1930

An examination of America's rise to power from the end of Reconstruction to the Great Depression. Emphasis will be on industrialization and society's attempts to respond to the problems and implications that accompanied it.

Prerequisite: HIS 172 or departmental permission

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

HIS 345 POST-WAR AMERICA

An exploration of America from the beginnings of the Cold War to the century's end. Emphasis will be placed on the major social, political, economical, cultural, and technological developments that created contemporary America.

Prerequisite: HIS 172 or departmental permission

3 hours a week, 1 semester, 3 credits. Spring 2006

HIS 350 THE HOLOCAUST

An in-depth study of the fate of European Jews during World War II. The subject will be approached from a variety of perspectives, including the history of antisemitism, the history of state sponsored ethnic murder, the rise of Nazism, and details of the Second World War. The German persecution of Gypsies, Communists, and other minorities will also be examined.

3 hours a week, 1 semester, 3 credits. Spring 2007

HIS 370 SELECTED THEMES OR TOPICS OF HISTORICAL
INTEREST

This course will deal with historical problems and developments not covered in depth in the regular course offerings of the department. It will enable students to take advantage of faculty expertise in areas of interest to both faculty and students.

With permission of the Chairperson

3 hours a week, 1 semester, 3 credits. Fall and Spring

HIS 390 DIRECTED READINGS

Readings and tutorials arranged for the individual student with a faculty member in a field of the faculty member's special interest. Students should have a general background of the period in which they wish to read.

With permission of the Chairperson

2 or 3 credits. Fall and Spring

HIS 410 SEMINAR IN HISTORICAL METHODOLOGY

An introduction to the principles of historical criticism and the methods of historical research. Seminar includes an examination of a restricted field of history as a laboratory subject and the beginning of the required thesis for seniors.

Required of all history majors in Junior year

3 hours a week, 3 credits. Spring

HIS 411 SENIOR THESIS

Seniors complete the required thesis under the supervision of a faculty member.

Prerequisites: HIS 410 and HIS 422

2 credits. Fall of Senior year

HIS 422 HISTORIOGRAPHY – SEMINAR

A seminar exploring the nature of history and various approaches to history. Readings and discussions of selected great historians from earliest times to the present, including both Western and non-Western civilizations.

Required of all history majors in Junior year.

3 hours a week, 1 semester, 3 credits. Spring

HIS 435 SUPERVISED INTERNSHIP

The student will spend four or six hours per week as an intern in an historical society, museum, a city library, or any other agency that will provide an experience in historical methodology and research. The professor, the student, and the agency representative will work out the contractual terms of the course.

Open to history majors and concentrates.

2 or 3 credits. Fall and Spring

SUGGESTED GROUPINGS OF COURSES FOR HISTORY MAJORS:

Certificate Program in Management, see page 207.

Certificate Program in Leadership and Supervision, see page 207.

Suggested Electives for those interested in pursuing a law degree:

HIS 170, 172, 261, 266

ACC 110, BUS 150

COM 140

PHI 123

POL 103, 215, 280

SPC 102

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.



HUMAN RELATIONS

Raymond D'Angelo Ph.D., *Coordinator*

This interdisciplinary major leading to a Bachelor of Arts degree includes sociology - anthropology and psychology. It seeks to equip students with specific skills which are necessary for today's citizens to be effective in their relations with others, in school, in social service agencies, in business, in government.

Required for the Major: 36 credits (A maximum of 12 credits may be transferred into the major.)

Required Courses: (18 credits)

| | | |
|---------|----------------------------|---|
| PSY 100 | Introductory Psychology | 3 |
| SOC 100 | Introductory Sociology | 3 |
| SOC 136 | Social Problems | 3 |
| PSY 251 | Social Psychology | 3 |
| SOC 348 | Research Methods; or | |
| PSY 391 | Experimental Methodology | 3 |
| HR 400 | Seminar in Human Relations | 3 |

Major Elective Credits: (18 credits)

At least nine credits in Psychology (at level 200 or above) and nine credits in Sociology (at level 200 or above) must be selected in consultation with an advisor.

Area of Concentration for Child Study Majors: (30 credits)

Required courses: (12 credits)

| | | |
|---------|-------------------------|---|
| SOC 100 | Introductory Sociology | 3 |
| PSY 100 | Introductory Psychology | 3 |
| SOC 136 | Social Problems | 3 |
| PSY 251 | Social Psychology | 3 |

Elective Credits: (18 credits)

At least nine credits in Psychology (at level 200 or above) and nine credits in Sociology (at level 200 or above) must be selected in consultation with an advisor. At least 1 course at the 300 level for both PSY and SOC.

Sociology - Anthropology Course Offerings:

SOC 100 INTRODUCTORY SOCIOLOGY

An introduction to sociology through a study of the basic concepts used in sociological analysis, particularly culture, types of social groups, processes of interaction, social class, population traits and trends.

3 hours a week, 1 semester, 3 credits. Fall and Spring

SOC 136 SOCIAL PROBLEMS

An introduction to sociology through an examination of what society considers to be social problems with a view toward showing how society produces these phenomena and to what extent they are solvable. Areas include: crime, mental illness, drug abuse, alcoholism, other forms of deviance, poverty, racism, conflicts over power.

3 hours a week, 1 semester, 3 credits. Fall and Spring

SOC 140 INTRODUCTION TO SOCIAL WORK

Scientific approach to social work as a profession within the structure of modern society; its principles and application of concepts.

Techniques of observation; interviewing, elements of a social history, interpretation of case material. Methods of casework, group work, community organization; role of the social worker functioning in a variety of settings—as practitioner, as consultant to allied fields.

This is a pre-professional course and may not be offered for core curriculum. Not open to Freshmen.

3 hours a week, 1 semester, 3 credits. Fall 2005

SOC 158 CRIMINAL JUSTICE ADMINISTRATION

An overview of the history, structure and function of the police, prosecutor, judicial and correctional organizations, and their inter-relatedness. Through readings and Supreme Court cases, policy issues such as sufficient evidence, use of discretion and legal concerns will be discussed.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2005

SOC 220 SOCIOLOGY OF DEVIANT BEHAVIOR

An examination of the various sociological approaches to understanding and explaining crime, delinquency, deviance, drug usage, and other alleged aberrations in society and culture. Additionally, major case studies will be examined.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Summer

SOC 237 INEQUALITY AND SOCIAL CLASS

Topics include: the values, lifestyles and ideologies of the various classes; the relationship of the classes to economic, political and educational institutions; changes in the class structure.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2005

SOC 241 EXPERIENCE IN SOCIAL WORK

A planned field experience in a community social work agency; regular seminar meetings to evaluate, discuss and interpret this experience.

Prerequisite: SOC 140

6-8 hours placement a week, 1 seminar hour, 1 semester, 3 credits.

Spring 2006

Insurance fee required

SOC 243 CRIMINOLOGY

An examination of sociological concepts, theories, and perspectives regarding the study of crime. Topics include: the amounts and trends of crime; theoretical explanations; policies of crime control.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2006

SOC 244 SOCIOLOGY OF CORRECTIONS

An investigation into the various punitive and rehabilitative philosophies and practices employed by the correctional field in dealing with crime and criminality. Topics include: history of corrections; theories of punishment; death penalty, sentencing, effectiveness of rehabilitation, community supervision, and restorative alternatives.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2006

SOC 245 COMMUNITY: THEORY AND PRACTICE

This course will emphasize the development of American communities – urban, suburban, small-town and rural. Particular emphasis will be placed on the sociological perspective but will include political, historical and design aspects of community development. Classes will be devoted to community planning, suburban sprawl, the scale and pace of urbanization, and social issues.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2006

SOC 246 SOCIOLOGY OF GENDER

Introductory review of economic, social and cultural changes that have modified the traditional definitions of femininity and masculinity in Western societies. Discussions include: socialization, sexual behavior, marriage and alternative life styles.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2006

SOC 247 HISPANIC CULTURE AND COMMUNITY

An examination of the social development and functioning of the Hispanic community. Pertinent sociological themes for discussion include immigration, religion, politics, cultural development, the media, and the family. Special emphasis will be given to the Hispanic communities of the New York area.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2006

SOC 249 RACE AND ETHNIC RELATIONS

An examination of race and ethnic relations in American society, including a discussion of assimilation vs. pluralism, minority status, group tensions, and the dynamics of prejudice and discrimination. The experience of historic and contemporary ethnic groups in New York will be explored.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall

SOC 250 SOCIAL CHANGE IN DEVELOPING COUNTRIES

Theories of social change will be examined in light of economic, social, political, and cultural transformations which characterize industrializing and modern industrial societies. The focus will be on Asia, Africa and the Middle East.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2007

SOC 265 POPULAR CULTURE

An application of the theory and methodology of sociology to a study of popular culture in America. Content will include an analysis of institutional and market processes. Emphasis will be placed on the decision making processes in the mass media, music, film, and television and their respective impact on society.

Prerequisite SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2007

SOC 270 SOCIOLOGY OF HEALTH

An exploration of the social and cultural facets of health and illness, and the functioning of organizations involved in health care. The social behavior of health personnel and those who are the consumers of health care is stressed also.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring

SOC 285 SOCIOLOGY OF THE FAMILY

The family as a social institution examined in both historical and contemporary contexts with special emphasis on American family patterns.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2006

SOC 310 THE CIVIL RIGHTS MOVEMENT

An in-depth study of the movement for civil rights from its origins to the present. The struggle for African American freedom and justice is presented in the context of local and national organizations. Seminar topics include the formation of the NAACP, the New Deal and race, the *Brown* decision and school integration, the Montgomery bus boycott, voter registration, Freedom Summer, black power, student activism and woman activists.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring

SOC 347 SOCIOLOGICAL THEORY

The development and continuities of theoretical concepts and orientations in sociology against the intellectual and social backgrounds of their times. Differing schools of thought and representative works.

Prerequisite: 15 Social Science credits or departmental approval

3 hours a week, 1 semester, 3 credits. Fall 2005

SOC 348 RESEARCH METHODS

(POL 348)

This course will provide students with an understanding of the major components and basic techniques involved in the research process, including how to structure a research project, and how to collect appropriate data. Students will have an opportunity to delve into the research venture first-hand by completing individual and group projects.

Prerequisite: 15 Social Science credits or departmental approval

3 hours a week, 1 semester, 3 credits. Fall

SOC 370 SPECIAL TOPICS IN SOCIOLOGY

This course will include sociological issues, developments or problems not covered in depth in the regular course offerings. It will enable students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students.

With departmental approval

3 hours a week, 1 semester, 3 credits.

ANT 151 CULTURAL ANTHROPOLOGY

The basic principles, fundamental ideas and insights of cultural anthropology will be examined through comparative ethnographic accounts. The view of humans as both the products and creators of their culture will be explored through an analysis of cultural variation and culture change.

Not open to Freshmen

3 hours a week, 1 semester, 3 credits. Spring

Psychology Course Offerings

PSY 100 INTRODUCTION TO PSYCHOLOGY

A broad introduction to the concepts, methodology and major content areas of psychology designed to provide the student with a scientific basis for understanding human behavior.

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 150 GROUP DYNAMICS AND COMMUNICATION

A theoretical introduction to small group processes, with an emphasis on the relationship between groups and the individual, and the communication process. Students participate in small group exercises as part of the course requirements.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

PSY 180 PSYCHOLOGY OF WOMEN

Examination of the biological, social and cultural influences on the psychological development of women. Focus on the vital issues which modern women face daily in a rapidly changing world.

3 hours a week, 1 semester, 3 credits. Spring 2006, 2008

PSY 200 PSYCHOLOGY OF LEARNING

An examination of the major theories of learning, and the study of human and animal research in classical and operant conditioning, observational learning, and verbal learning.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 210 COGNITIVE PROCESSES

An examination of models of human cognition focusing on perceptual processes, mental representation, thinking and problem solving, reasoning, language, intelligence and creativity.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall

PSY 220 ADOLESCENT PSYCHOLOGY

A comprehensive survey of adolescent behavior in its intellectual, emotional, and social aspects. Techniques for enhancing the adolescent's potential for growth and productivity are given special consideration.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 230 ADULT DEVELOPMENT AND AGING

Focus on human development from early adulthood through middle age, aging, and death. Emphasis is on the growth of the individual in relation to contemporary society, with theoretical viewpoints and empirical results from individual, social, and developmental psychology.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall 2005, Spring 2007

PSY 251 SOCIAL PSYCHOLOGY

An analysis of the processes of social interaction and their effects upon the behavior and attitudes of individuals and groups.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 261 PSYCHOLOGY OF PERSONALITY

A survey of the major contemporary theories of personality and the important applications associated with each theoretical approach.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 271 ABNORMAL PSYCHOLOGY

An examination of the diagnostic classifications of abnormalcy with an emphasis on causation and treatment.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall

PSY 280 INDUSTRIAL PSYCHOLOGY

Application of psychology to business and industry in the area of personnel selection, training and evaluation, job satisfaction, motivation, communication, and man-machine interface.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

PSY 290 FORENSIC PSYCHOLOGY

An examination of the application of psychology to the legal system including mental health law, the rights of special groups, domestic violence and child abuse, child custody, sexual harassment and abuse, assessing competency and insanity, psychological damage, psychological autopsy, jury selection and behavior, eyewitness testimony, polygraphs, and mental health professionals as expert witnesses.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Offered at department's discretion

PSY 300 PSYCHOLOGICAL TESTING

An introduction to psychological measurement including the history of mental testing; the statistical concepts of test construction; and a survey of tests of intelligence, aptitude, achievement, personality, and tests for special populations. Students will administer practice tests and participate in demonstrations of the major types of assessment techniques.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall

PSY 315 STATISTICS FOR PSYCHOLOGICAL RESEARCH

An examination of the various inferential statistics for hypothesis testing in psychological research, including bivariatt analyses; analyses of variance; linear, curvilinear, and multiple regressions; and non-parametric approaches.

Prerequisite: PSY 100 and MAT 107

3 hours a week, 1 semester, 3 credits. Fall

PSY 325 INTRODUCTION TO BEHAVIOR MODIFICATION

Introduction to the methods and theory of behavior modification and its application to specific behavior problems.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 330 SELECTED TOPICS IN PSYCHOLOGY

Focus on areas of psychological inquiry not covered in depth in the regular course offerings of the department. The selected topic can change each time the course is offered. It will enable students to take advantage of faculty expertise in areas of interest to both faculty and students.

Prerequisite: At least 12 credits in Psychology or permission of the department.

3 hours a week, 1 semester, 3 credits. Offered at department's discretion

PSY 340 HISTORY AND SYSTEMS OF PSYCHOLOGY

Traces the development of psychology from its roots in philosophy to the evolution of psychology as a science over the last one hundred years.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall 2006

PSY 360 COUNSELING PSYCHOLOGY

An examination of the origins and characteristics of the counseling relationship, including an analysis of the major contemporary theories and techniques of counseling.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 370 INTRODUCTION TO CLINICAL PSYCHOLOGY

An introduction to the principles and techniques of clinical interviewing, evaluation, referral, and the planning of treatment. Field placements will provide students with an opportunity to observe the various institutional settings in which clinical psychologists work and the variety of psychological services offered there. \$35 Insurance fee

Prerequisite: PSY 271 and permission of the instructor.

2 hours lecture, 3 hours placement a week, 3 credits. Additional conferences will be scheduled on a regular basis for supervision of the placement experience. Spring

PSY 380 PHYSIOLOGICAL PSYCHOLOGY

A survey of the physiological bases of behavior including an overview of the nervous system and the structure of the brain; a discussion of the influence of hormones and chemical transmitters within the brain on psychological functions; and an examination of the influence of physiological process on such activities as sleep, emotional states, eating behavior, and learning and memory.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 391 INTRODUCTION TO EXPERIMENTAL
METHODOLOGY

Theory and technique in the experimental study of behavior, including research projects and formal written reports.

Prerequisites: PSY 100 and PSY 310.

3 hours, 1 semester, 3 credits. Spring

Lab fee-\$30

Seminar

HR 400 SEMINAR IN HUMAN RELATIONS

The approach stresses the interdisciplinary approach of the major. Selected topics will be investigated from a human relations perspective. Major emphasis will be placed on an intensive individual research project.

(Restricted to Majors)

Prerequisite: SOC 348 or PSY 391

3 hours a week, 1 semester, 3 credits. Spring

MATHEMATICS

David Seppala-Holtzman, D. Phil., *Chairperson*
William McAllister, M.S., *Associate Chairperson*

To develop a more mature appreciation of the significance of mathematics and its impact on today's world, each student is required to take one semester of mathematics chosen from a set of courses designed to appeal to a variety of interests. For mathematics and science majors, advanced courses provide professional training and preparation for graduate study.

Core Courses: All mathematics courses and COM 150, COM 152 may be offered for the core requirement.

Every student must take at least one non-computer mathematics course.

Major

A major in mathematics may earn either the B.A. or the B.S. degree. Candidates for either degree must complete 40 credits of mathematics in which a minimum grade of C must be attained in each course.

The following courses are not credited toward the major: Mathematics 105, 106, 107, 113, 200, Computer 140, 141, 150, 154, 288.

B.A. degree in Mathematics: (40 credits)

| | |
|----------------|---|
| COM152 | 3 |
| MAT 204 | 3 |
| MAT 205 | 4 |
| MAT 206 | 4 |
| MAT 207 | 4 |
| MAT 208 | 4 |
| MAT 354 | 3 |
| MAT 356 | 3 |
| MAT 362 or 364 | 3 |
| MAT471 | 3 |

Electives with the advice of chairperson to complete 40 credits.

B.S. degree in Mathematics

In addition to courses required for the B.A. degree:

| | |
|------------------|---|
| PHY 150 | 4 |
| PHY 151 | 4 |
| Science Elective | 3 |

Secondary Teacher Education: In addition to the requirements for the major, students preparing for Secondary Education Certification are required to take MAT 246 and encouraged to take: MAT 241, 350, 352, 358, 368.

The required Education courses will be found under the Education Department.

It is strongly recommended that all students wishing to major in mathematics take ENG 103 and PHI 123 during their first year at St. Joseph's.

Actuarial Science Strand: This strand, consisting of two additional mathematics courses and several courses from other departments, has been attached to the Mathematics Major in order to help prepare students for prospective careers in the actuarial field. In addition to the requirements for the major, it is recommended that students preparing for a career in actuarial science take:

| | |
|---------|---|
| MAT 250 | 3 |
| MAT 346 | 3 |
| BUS 100 | 3 |
| BUS 219 | 3 |
| BUS 315 | 3 |
| ACC 200 | 3 |
| ECO 120 | 3 |
| ECO 226 | 3 |

It should be noted that both MAT 250 and MAT 346 count as electives for the major.

Minor in Mathematics

Total number of courses: 6
Total number of credits: 20-22

Required Courses:

| | |
|---|---|
| MAT 205 Calculus and Analytic Geometry I | 4 |
| MAT 206 Calculus and Analytic Geometry II | 4 |

Elective Courses:

Any 4 courses may be chosen from the set of MAT courses listed in the catalogue with a number of 203 or higher and must include at least one course at the 300 level. In addition, COM 152 may be offered as an elective.

In order to fulfill the requirements for a Minor in Mathematics, one needs to achieve a minimum average grade of C for the set of six courses offered.

Elective courses will be chosen with departmental approval.

Area of Concentration for Child Study Majors: 30 credits in mathematics in which a minimum grade of C- and an average of C or better must be maintained.

| | |
|---------------------------|---|
| Required Courses: MAT 205 | 4 |
| MAT 206 | 4 |
| MAT 354 | 3 |
| MAT 356 | 3 |
| MAT 362 or MAT 364 | 3 |

Recommended for those who intend to continue Mathematics on the graduate level: MAT 207, 208.

MAT 105, 106, and 200 may not be offered towards the 30 required credits. COM 150 or COM 152 may be offered. MAT 204 is strongly recommended.

BA/BS and MS Program offered in collaboration with Polytechnic University
Interested students should seek advisement from the chairperson of the Mathematics Department.

Required Courses:

MAT 205, 206
Two semesters of lab science
COM 152, 210, 249, 310, with minimum grades of B

Major in Computer Information Systems (B.S.)

This major is appropriate for students interested in the computer field and who wish to apply computer concepts to a business venture. Thus, it places less emphasis on both the theoretical and mathematical aspects of computer science than does the traditional computer science curriculum. The program focuses on the development of technology of infrastructures and systems and the use of these to acquire, deploy, and manage information. Graduates are prepared for entry-level positions in the field of information systems and to continue their studies at the graduate level. Candidates for the degree must complete 40 credits in which an average grade of C or better must be maintained: 30 in Computer Science, 4 in Mathematics and 6 elective credits in Computer Science, Business Administration or Accounting. Electives are chosen with department approval. This major follows the ACM Computer Information System Model Curriculum Guidelines of 2002.

Prerequisite Courses/Knowledge

| | |
|---------|---|
| COM 140 | Microcomputer Applications I <i>or equivalent</i> |
| COM 150 | Introduction to Computer Programming <i>or equivalent</i> |
| MAT 113 | Elementary Functions: Precalculus |

Required Courses:

| | | |
|---------|---|---|
| MAT 203 | Mathematical Foundations of Computer Science | 4 |
| COM 141 | Microcomputer Applications II | 3 |
| COM152 | Computer Programming | 3 |
| COM 200 | Computer Science: An Overview | 3 |
| COM 210 | Algorithms and Data Structures | 3 |
| COM 230 | Software Engineering and Methodology | 3 |
| COM 249 | Computer Organization and Assembly Language | 3 |
| COM 288 | Business Systems and Design | 3 |
| COM 360 | Computer Communications and Networking | 3 |
| COM 380 | Database Systems | 3 |
| COM 390 | Advanced Application Programming and Database Systems | 3 |

Elective Courses:

Choose two courses from:

| | | |
|---------|--|---|
| COM 205 | Multimedia Applications | 3 |
| COM 310 | Operating Systems | 3 |
| COM 370 | Advanced Computer Programming | 3 |
| COM 498 | Internship in Computer Information Systems | 3 |

Additional elective courses may be selected from Business Administration and/or Accounting with Departmental approval.

Total Credits 40

Minor in Computer Science

Total number of courses: 6

Total number of credits: 19

Required Courses:

| | | |
|---------|--|---|
| MAT 203 | Mathematical Foundations of Computer Science | 4 |
| COM 152 | Computer Programming* | 3 |
| COM 200 | Computer Science: An Overview | 3 |
| COM 210 | Algorithms and Data Structures* | 3 |
| COM 249 | Computer Organization and Assembly Language* | 3 |
| COM 310 | Operating Systems* | 3 |

(A minimum average of C is required for all six courses.)

The four courses marked with a star, together with two terms of physics and two terms of calculus, are recommended for students planning graduate study in Computer Science.

Minor in Computer Information Systems

Total number of courses: 6
Total number of credits: 18-19

Required Courses:

| | |
|---------------------------------------|---|
| COM 141 Microcomputer Applications II | 3 |
| COM 200 Computer Science: An Overview | 3 |
| COM 288 Business Systems and Design | 3 |

In addition, one must take one programming language course selected from COM 150 or COM 152. Two additional computer courses, selected with departmental approval, must be taken as electives.

(A minimum average of C is required for all six courses.)

**MAT 105 FUNDAMENTALS OF MATHEMATICS IN TODAY'S
WORLD**

This course, recommended for liberal arts students of varying mathematical backgrounds, stresses critical thinking and reasoning. The course includes the study of patterns, set theory, logic, inductive and deductive reasoning, the real number system and topics in geometry.

3 hours a week, 1 semester, 3 credits. Fall, Spring

MAT 106 EXCURSIONS IN CONTEMPORARY MATHEMATICS

This course will present an overview of various topics in mathematics with a focus on recent developments and their applications. Designed for those students for whom the profundity of mathematics has often been obscured by its techniques, this course proposes to illustrate and explore the ubiquitous nature of mathematics in the world around us and thereby promote an appreciation for the significance, power and beauty of the discipline. Many topics are considered. They range from some modern applications of graphs to the mathematics of social choices.

3 hours a week, 1 semester, 3 credits. Fall, Spring

MAT 107 INTRODUCTION TO PROBABILITY AND STATISTICS

This course offers an introduction to probability and statistics. It is designed to provide a common foundation for the more specialized material presented in the various statistics course offered in other quantitative departments. Material covered includes: probability models, random variables and probability distributions (both discrete and continuous), descriptive statistics, inference, sampling and hypothesis testing.

3 hours a week, 1 semester, 3 credits. Spring

MAT 113 ELEMENTARY FUNCTIONS: PRECALCULUS

Introduction to the concept of functions: their graphs, elementary properties, geometric transformations, inverses and their algebra. Elementary functions (linear, polynomial, rational, exponential, logarithmic and trigonometric) are introduced and their properties discussed. Designed for those who intend to go on to a calculus course.

Prerequisite: 11th year mathematics or equivalent.

Not open to students who have completed any 200 level math course
3 hours a week, 1 semester, 3 credits. Fall, Spring

MAT 200 MATHEMATICS FOR BUSINESS AND ECONOMICS

This course includes the study of matrices, linear programming, the simplex method and the mathematics of finance. Basic business applications of precalculus mathematics will be discussed.

Prerequisite: MAT 113 or equivalent.

Not open to students who have completed MAT 205.

3 hours a week, 1 semester, 3 credits. Fall

MAT 203 MATHEMATICAL FOUNDATIONS OF COMPUTER SCIENCE

The emphasis will be on algorithmic problem solving and discrete mathematical concepts including logic, sets, Boolean algebra, relations, functions, induction and recursion, counting principles and combinatorics, graphs and trees. Use of the computer as a problem-solving tool will be integrated with the theory. Fundamental algorithms including sorting, searching and tree traversal will be introduced.

Prerequisite: MAT 113 or equivalent.

4 hours a week, 1 semester, 4 credits. Fall

MAT 204 ANALYTIC TRIGONOMETRY AND GEOMETRY

This course will focus on analytical geometry and trigonometric functions and their properties. Amongst the topics considered under analytic geometry are the conic sections and their general quadratic equation along with polar and parametric equations. The topics covered under trigonometric functions include the inverse functions, trigonometric identities and the trigonometric representation of the complex numbers.

Prerequisite: MAT 113 or equivalent.

3 hours a week, 1 semester, 3 credits. Spring

MAT 205 CALCULUS AND ANALYTIC GEOMETRY I

Limits, continuity, differentiation, elementary integration and other topics. The study of calculus is enhanced through the use of computer software such as *Maple*.

Prerequisite: MAT 113 or equivalent.

4 hours a week, 1 semester, 4 credits. Fall

MAT 206 CALCULUS AND ANALYTIC GEOMETRY II

Differentiation and integration of logarithmic and exponential functions. Techniques for computing integrals are developed and applications of integration such as volumes of various solids are explored. Differentiation and integration of inverse functions, including trigonometric functions, is examined. Material is illustrated and enhanced by the use of software packages such as *Maple*.

Prerequisite: MAT 205.

4 hours a week, 1 semester, 4 credits. Spring

MAT 207 CALCULUS AND ANALYTIC GEOMETRY III

Infinite series and their convergence is explored and the Taylor series expansion for differentiable functions is developed. Parametric equations and polar functions are considered. Vectors in two and three dimensions along with their algebras are explored. Lines, planes and various families of surfaces in three dimensional space are considered. Material is illustrated and enhanced by the use of software such as *Maple*.

Prerequisite: MAT 206.

4 hours a week, 1 semester, 4 credits. Fall

MAT 208 ADVANCED CALCULUS

Functions of several variables are introduced and studied. The calculus is redeveloped in this context. Gradients, directional derivatives, tangent planes and normal lines along with relative and absolute extrema are considered. Line, contour and multiple integration is explored. Vector fields and their calculus are studied. Material is illustrated and enhanced by the use of software packages such as *Maple*.

Prerequisite: MAT 206.

4 hours a week, 1 semester, 4 credits. Spring

MAT 241 HISTORY OF MATHEMATICS

Development of mathematics from ancient days to recent times. *Recommended for prospective teachers; prerequisite:* MAT 205.

3 hours a week, 1 semester, 3 credits. Fall 2006, 2008

MAT 246 PROBABILITY AND STATISTICS

Probability models and distributions (both discrete and continuous), random variables, density functions, cumulative distribution functions, inferential statistics, hypothesis testing, sampling and analysis of variance are among the topics considered.

Prerequisite: MAT 206.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

MAT 250 THEORY OF INTEREST

This course deals with the mathematical aspects of investment. Topics treated include: interest rates, discount rates, present value, accumulated value, annuities, yield rates, amortization schedules and sinking funds. Applications to be treated include: bonds, real estate mortgages, methods of depreciation and insurance.

Prerequisites: MAT 206, BUS 315 or BUS 219, or Departmental Approval

3 hours a week, 1 semester, 3 credits. Fall

MAT 330 INDUSTRIAL APPLICATIONS OF MATHEMATICS

This course focuses on real-life industrial applications of mathematics. Video-taped presentations describing genuine industrial problems are shown. Students work in teams to develop solutions. Problems considered include the mathematics involved in road building, planetary exploration and aircraft landings.

Prerequisite: MAT 207.

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient demand

MAT 346 ADVANCED TOPICS IN PROBABILITY AND STATISTICS

A second course in Probability and Statistics. Topics studied include moment generating functions, jointly distributed random variables, marginal and conditional distributions, hypothesis testing, confidence intervals, minimum variance unbiased estimators, uniformly most powerful tests and an introduction to stochastic processes.

Prerequisite: MAT 246 (with a minimum grade of C-)

Corequisite: MAT 208 or Departmental Approval

3 hours a week, 1 semester, 3 credits. Spring

MAT 350 DIFFERENTIAL EQUATIONS

Equations of order one, differential operators, ordinary linear differential equations and selected higher order equations.

Prerequisite: MAT 206.

3 hours a week, 1 semester, 3 credits. Fall 2006, 2008

MAT 352 ELEMENTARY NUMBER THEORY

Prime and composite integers, number-theoretic functions, Diophantine Equations, congruences, the Euler-Fermat Theorem, quadratic residues, continued fractions, Gaussian integers, and algebraic number theory.

Prerequisite: MAT 206.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

MAT 354 MODERN ALGEBRA

Groups, rings, fields, and other algebraic structures.

Prerequisites: MAT 206 and MAT 356.

3 hours a week, 1 semester, 3 credits. Spring

MAT 356 LINEAR ALGEBRA

Vectors and vector spaces, matrices and their algebra, systems of linear equations, linear transformations in a vector space.

Prerequisite: MAT 206.

3 hours a week, 1 semester, 3 credits. Fall

MAT 358 GALOIS THEORY

Fields, splitting fields and field extensions; finding real and complex roots for polynomials; solvability by radicals; Galois groups; insolubility of the quintic.

Prerequisites: MAT 206 and MAT 354.

3 hours a week, 1 semester, 3 credits.

MAT 362 MODERN GEOMETRY

Axiomatic systems, Euclidean and non-Euclidean geometries: elliptic, hyperbolic and projective.

Prerequisite: MAT 206.

3 hours a week, 1 semester, 3 credits. Spring 2007, 2009

MAT 364 TOPOLOGY

Sets and functions, metric spaces, topological spaces, compactness, separation, connectedness, and other topics.

Prerequisite: MAT 206.

3 hours a week, 1 semester, 3 credits. Spring 2006, 2008

MAT 368 FUNCTIONS OF A COMPLEX VARIABLE

Analytic functions, differentiation and integration theorems, elementary functions, conformal mapping, Riemann surfaces, infinite series.

Prerequisite: MAT 208.

3 hours a week, 1 semester, 3 credits. Spring 2007, 2009

MAT 470 DIRECTED READING

Assigned reading in the mathematical literature. Approval of chairperson necessary.

1 semester, 1 or 2 credits.

MAT 471 SEMINAR

Special topics in the field of modern mathematics; group research project.

Required of mathematics majors in senior year.

2 hours a week, 1 semester, 3 credits. Fall

Computer Science Courses

Certificate in Information Technology Applications

For a description of the program leading to this certificate, see page 205.

NOTE: A computer course other than COM 140 or COM 141 may fulfill the requirement for the math/science core if the computer course is offered in addition to a Math course.

COM 140 MICROCOMPUTER APPLICATIONS I (BUS 140)

This course is designed as an introductory course to provide background necessary for the effective use of microcomputers. The emphasis is on the major applications of microcomputers: word processing, relational databases, spreadsheets. The course includes “hands-on” experience with common applications software, as well as an introduction to computer hardware. No previous computer-related experience is necessary.

There are no prerequisites.

Note: Students may not offer this course toward the fulfillment of the Math/Science core.

3 hours a week, 1 semester, 3 credits. Fall

COM 141 MICROCOMPUTER APPLICATIONS II (BUS 141)

This course is intended for students from all disciplines. It will develop intermediate and advanced word-processing, spreadsheet and database techniques, including macros, report generation, database queries, importing and exporting files, address-books, labels, graphics, and table manipulation. It will also include expanded Internet and World Wide Web topics.

Prerequisites: COM 140 or equivalent, or departmental approval.

Note: Students may not offer this course toward the fulfillment of the Math/Science core.

3 hours a week, 1 semester, 3 credits. Spring

COM 150 INTRODUCTION TO COMPUTER PROGRAMMING

This course offers a basic introduction to computer hardware and software. Elementary programming techniques will be taught using, for example, Visual BASIC. Emphasis will be on problem solving using the computer.

3 hours a week, 1 semester, 3 credits. Fall, Spring

COM 152 COMPUTER PROGRAMMING

An introduction to the concepts underlying computer science and programming such as: abstraction, analysis and modularity. Emphasis is on algorithm development and the use of structured design techniques in solving problems. Students will develop programs using the syntax and semantics of a higher-level language such as C++ or Java. Searching, sorting, recursive algorithms and the concept of objects will be introduced. (Corresponds to ACM CS1)

Prerequisite: COM 150 or departmental approval.

3 hours a week, 1 semester, 3 credits. Fall

COM 154 APPLICATIONS OF THE COMPUTER

This course is intended for natural and social science majors. The course will cover applications of the computer such as analysis of statistical data, forecasting, modeling and simulations.

Prerequisite: COM 150 or permission of the chairperson.

3 hours a week, 1 semester, 3 credits.

COM 200 COMPUTER SCIENCE: AN OVERVIEW

For students from all disciplines. Topics include: computer organization, information representation in digital computers; data abstraction and data structures such as trees, lists and stacks; algorithm development and analysis; programming languages; hardware and software systems; information processing and database concepts; computer technology and society.

Prerequisite: COM 150 or 152

3 hours a week, 1 semester, 3 credits. Spring 2006, 2008

COM 205 MULTIMEDIA APPLICATIONS

In this course students will be introduced to multimedia principles and technologies. Topics will include effectively representing, processing and retrieving multimedia data such as text, graphics, sound, music, images and video. Students will use the Internet, design and edit an Internet home page, and create a multimedia presentation. Various multimedia tools and techniques will be explored.

Prerequisite: COM 141 or equivalent.

3 hours a week, 1 semester, 3 credits.

COM 210 ALGORITHMS AND DATA STRUCTURES

This course explores specific classes of problems and their solutions. Fundamental questions concerning computational complexity, data storage and access, data encapsulation using objects, space/time bounds, optimal algorithms and data structures including lists, queues and trees are addressed. Algorithms for important classes of problems such as searching, sorting and pattern-matching will be designed, implemented and tested in a laboratory environment. (Corresponds to ACM CS2.)

Prerequisite: COM 152 and MAT 203, each with a minimum grade of C-.

3 hours a week, 1 semester, 3 credits. Fall

COM 230 SOFTWARE ENGINEERING AND METHODOLOGY

This course teaches the techniques for managing and producing large maintainable software systems. Topics include cost estimating, requirement specification, design methodologies, implementation and integration, verification and documentation techniques. Students will utilize current automated software engineering tools to apply the learned concepts and will develop a cost estimate, project management plan, functional specification and detailed design specification of a selected software system.

Prerequisite: COM 210 or departmental approval.

3 hours a week, 1 semester, 3 credits. Spring 2006, 2008

COM 249 COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE

This course explores the evolution and physical structure of modern computers, from microcomputers to mainframes: their integrated circuits, components and organization. The concept of a multilayer virtual machine will be explored and programmed using machine language, microcode, operating system interrupts and assembly language. Advanced concepts such as RISC machines, pipelining and parallel computing will be studied. Students will utilize these principles to analyze the design of a current microprocessor.

Prerequisite: COM 152.

3 hours a week, 1 semester, 3 credits. Spring 2007, 2009

COM 288 BUSINESS SYSTEMS AND DESIGN
(BUS 288)

The design and development of information systems for a business environment. Topics will include analysis of information flow, design of business systems, specifications, equipment selection, and file organization. Detailed steps for each phase of the design will be related to business applications on a full scale computer system.

Prerequisite: Any introductory computer course.

3 hours a week, 1 semester, 3 credits. Spring 2007, 2009

COM 310 OPERATING SYSTEMS

The emphasis of this course is on the efficient allocation and use of computer resources, especially those involving process and memory management, job scheduling, access to hardware and software resources, security and reliability. Examples will be drawn from standard operating systems (e.g. Windows NT, MS-DOS, UNIX). Questions relating to communications (timesharing, networking, concurrency, distributed systems, synchronization and deadlocks) will be discussed.

Prerequisite: COM 210.

3 hours a week, 1 semester, 3 credits. Spring 2006, 2008

COM 360 COMPUTER COMMUNICATIONS AND NETWORKING

The Open System Interconnection (OSI) model provides the theoretical basis for the study of computer communications. Topics include the physical transmission of data, communication protocols and architecture, network addressing, services and applications such as file transfer (ftp), telnet, and e-mail. Topologies, design and implementation issues involved in LANs, WANs and internetworking will be explored.

Prerequisite: COM 210, with a minimum grade of C-.

3 hours a week, 1 semester, 3 credits. Fall 2007, 2009

COM 370 ADVANCED COMPUTER PROGRAMMING

This course will present advanced programming concepts such as inheritance, interfaces, multitasking, interactive network programming, event handling, GUI generation and stream I/O and the use of these concepts in building programs of significant size. Applications, applets and servlets will be investigated. Students will apply the learned concepts by completing several programming projects of significant size.

Prerequisite: COM 152 and COM 210 or their equivalent.

3 hours a week, 1 semester, 3 credits. Spring 2007, 2009

COM 380 DATABASE SYSTEMS

An introduction to the principal functions of a Database Management System (DBMS), physical data organization, relational query languages, and issues of data security and consistency.

Prerequisite: COM 152 or departmental approval.

3 hours a week, 1 semester, 3 credits. Fall 2006, 2008

COM 390 ADVANCED APPLICATION PROGRAMMING AND DATABASE SYSTEMS

This course covers information systems design and implementation with a focus on database management systems. Students will apply design strategies, system analysis and project management principle along with advanced programming skills to create a full-scale database application. Students will utilize Project Management Software (Microsoft Project) and embedded SQL in a high-level programming language such as C++ or Java.

Prerequisites: COM 288 and COM 380.

3 hours a week, 1 semester, 3 credits.

COM 498 INTERNSHIP IN COMPUTER INFORMATION SYSTEMS

The internship provides a carefully supervised experience in the use or management of a Computer Information System. A minimum of 100 hours will be spent in the academic, business or industrial community.

Prerequisites: departmental approval.

2 or 3 credits.

MODERN LANGUAGES

Maria Montoya, Ph.D., *Chairperson*

Antoinette Hertel, Ph.D. Cand., *Associate Chairperson*

The Modern Languages Department aims to develop students' proficiency in comprehension and communication in French, Spanish, and Italian. The department strives to broaden students' intellectual horizons by fostering an understanding and appreciation of literatures and cultures expressed in these languages. Skills acquired in language courses may prove extremely useful in preparation for professional careers in education, business, medicine, law, etc.

Please note: Spanish, French and Italian courses numbered 151, 152, 201, 202 are sequential. Therefore, a student may not receive credit for a lower numbered course once a higher numbered course has been taken.

FRENCH

Core Courses: French 151, 152, 201, 202.

FRE 151 ELEMENTARY I

A communicative approach to the fundamentals of the French language with emphasis on listening comprehension, speaking, and cultural awareness. This course, along with French 152, is designed to enable students to communicate in French in everyday situations.

For students who have no (or little) previous knowledge of French.

3 hours a week, 1 semester, 3 credits. Fall

FRE 152 ELEMENTARY II

A continuation of French 151 with increasing emphasis on oral communication, grammatical structures, reading, writing, and appreciation of French culture.

Open to students who have completed FRE 151 or its equivalent.

3 hours a week, 1 semester, 3 credits. Spring

FRE 201 INTERMEDIATE I

This course seeks to develop intermediate-level communication skills in French. Students will improve their proficiency in speaking, reading, and writing French through interactive activities in the classroom and study of more advanced grammatical structures, vocabulary, and idiomatic expressions. In addition, students will acquire the linguistic and cultural insights which come with the study of a new language.

Open to students who have completed FRE 152 or its equivalent.

3 hours a week, 1 semester, 3 credits. Fall

FRE 202 INTERMEDIATE II

A continuation of French 201. In this course, students will communicate in French on a variety of topics from personal to literary to global. Knowledge of linguistic structures and cultural understanding will be deepened and expanded. Critical thinking, problem-solving skills, and cultural comparisons will be developed.

Open to students who have completed FRE 201 or its equivalent.

3 hours a week, 1 semester, 3 credits. Spring

FRE 211 FRENCH READINGS I

Readings and discussions based on French texts. Review of the language through literature, civilization, and the contemporary scene.

Open to students who have completed three or more years of high school French.

3 hours a week, 1 semester, 3 credits. Fall

FRE 212 FRENCH READINGS II

Advanced readings and discussions based on French texts. Continued study of the language through literature, civilization, and the contemporary scene.

Open to students who have completed French 211.

3 hours a week, 1 semester, 3 credits. Spring

ITALIAN

Core Courses: ITL 151, 152, 201, 202.

ITL 151 ELEMENTARY I

A communicative approach to the fundamentals of the Italian language with emphasis on listening comprehension, speaking, and cultural awareness. This course, along with Italian 152, is designed to enable students to communicate in Italian in everyday situations.

For students who have no (or little) previous knowledge of Italian.

3 hours a week, 1 semester, 3 credits. Fall

ITL 152 ELEMENTARY II

A continuation of Italian 151 with increasing emphasis on oral communication, grammatical structures, reading, writing, and appreciation of Italian culture.

Open to students who have completed ITL 151 or its equivalent.

3 hours a week, 1 semester, 3 credits. Spring

ITL 201 INTERMEDIATE I

This course seeks to develop intermediate-level communication skills in Italian. Students will improve their proficiency in speaking, reading, and writing Italian through interactive activities in the classroom and study of more advanced grammatical structures, vocabulary, and idiomatic expressions. In addition, students will acquire the linguistic and cultural insights which come with the study of a new language.

Open to students who have completed ITL 152 or its equivalent.

3 hours a week, 1 semester, 3 credits. Fall

ITL 202 INTERMEDIATE II

A continuation of Italian 201. In this course, students will communicate in Italian on a variety of topics from personal to literary to global. Knowledge of linguistic structures and cultural understanding will be deepened and expanded. Critical thinking, problem-solving skills, and cultural comparisons will be developed.

Open to students who have completed ITL 201 or its equivalent.

3 hours a week, 1 semester, 3 credits. Spring

ITL 211 ITALIAN READINGS I

Readings and discussions based on Italian texts. Review of the language through literature, civilization, and the contemporary scene.

Open to students who have completed three or more years of high school Italian.

3 hours a week, 1 semester, 3 credits. Fall

ITL 212 ITALIAN READINGS II

Advanced readings and discussions based on Italian texts. Continued study of the language through literature, civilization, and the contemporary scene.

Open to students who have completed Italian 211.

3 hours a week, 1 semester, 3 credits. Spring

SPANISH

Core Courses: If the student has fulfilled the prerequisites, any course may be offered for the core.

Major: Spanish 401 and 402 are required. Thirty-three credits in electives will be chosen with the advice of the department.

The department will accept up to 15 transfer credits. Spanish 221 and 222 are prerequisites for all advanced literature courses.

An average grade of B- is required in all College Spanish courses applied toward the major.

Spanish majors preparing for secondary school teaching are encouraged to study a second Romance language.

Area of Concentration for the Child Study Major: Thirty credits above Spanish 151 chosen with the advice of the department. A minimum of 15 credits toward the area of concentration must be taken at St. Joseph's College.

An average grade of B- is required in all College Spanish courses applied toward the concentration.

Minor: 18 credits above Spanish 151 chosen with the advice of the department. A minimum of 12 credits toward the minor must be taken at St. Joseph's College.

Study Abroad

Students of Spanish are strongly encouraged to study in a Spanish-speaking country while seeking their degree. The St. Joseph's College Global Studies Program works with the Modern Languages Department to provide students with a variety of opportunities for such study.

Courses that are not scheduled can be made available on sufficient demand.

SPN 151 ELEMENTARY I

A communicative approach to the fundamentals of the Spanish language with emphasis on listening comprehension, speaking, and cultural awareness. This course, along with Spanish 152, is designed to enable students to communicate in Spanish in everyday situations.

For students who have no (or little) previous knowledge of Spanish
3 hours a week, 1 semester, 3 credits. Fall

SPN 152 ELEMENTARY II

A continuation of Spanish 151 with increasing emphasis on oral communication, grammatical structures, reading, writing, and appreciation of Hispanic culture.

Open to students who have completed SPN 151 or its equivalent.
3 hours a week, 1 semester, 3 credits. Spring

SPN 201 INTERMEDIATE I

This course seeks to develop intermediate-level communication skills in Spanish. Students will improve their proficiency in speaking, reading, and writing Spanish through interactive activities in the classroom and study of more advanced grammatical structures, vocabulary, and idiomatic expressions. In addition, students will acquire the linguistic and cultural insights which come with the study of a new language.

Open to students who have completed SPN 152 or its equivalent.

3 hours a week, 1 semester, 3 credits. Fall

SPN 202 INTERMEDIATE II

A continuation of Spanish 201. In this course, students will communicate in Spanish on a variety of topics from personal to literary to global. Knowledge of linguistic structures and cultural understanding will be deepened and expanded. Critical thinking, problem-solving skills, and cultural comparisons will be developed.

Open to students who have completed SPN 201 or its equivalent.

3 hours a week, 1 semester, 3 credits. Spring

SPN 211 READINGS IN SPANISH LITERATURE AND CULTURE

Readings and discussions based on Spanish literary texts, as well as on essays and articles reflecting the contemporary culture of Spain. Focus on improvement of analytical and writing skills. Conducted in Spanish.

Open to students who have completed SPN 202 or three years of high school Spanish, or with special permission.

3 hours a week, 1 semester, 3 credits. Spring 2006

SPN 212 READINGS IN LATIN AMERICAN LITERATURE
AND CULTURE

Readings and discussions based on Latin American literary texts, as well as on essays and articles reflecting the contemporary culture of Latin America. Focus on improvement of analytical and writing skills. Conducted in Spanish.

Open to students who have completed SPN 202 or three years of high school Spanish, or with special permission.

3 hours a week, 1 semester, 3 credits. Fall 2005

SPN 221 ADVANCED GRAMMAR

Study of Spanish grammar, vocabulary, and idioms on an advanced level. Readings and discussions based on Spanish and Latin American texts. Focus on development of written and spoken Spanish.

Open to students who have completed SPN 202 or four years of high school Spanish, or with special permission.

3 hours a week, 1 semester, 3 credits. Fall

SPN 222 ADVANCED COMPOSITION AND CONVERSATION

Focus on improvement of writing, oral, and analytical skills.

Open to students who have completed SPN 221 or with special permission.

3 hours a week, 1 semester, 3 credits. Spring

SPN 223 CONVERSATION

A course intended to help the student acquire a greater degree of fluency in the spoken language.

Open to students who have completed Spanish 222 or its equivalent.

Not open to native speakers of Spanish.

3 hours a week, 1 semester, 3 credits. Fall 2006

SPN 233 CIVILIZATION AND CULTURE OF SPAIN

An introduction to the civilization and culture of the Spanish people. Topics include geography, history, contemporary institutions, art, music, film, and cuisine of Spain. Readings from essays, current newspapers and magazines, and literature. Conducted in Spanish.

Open to students who have completed SPN 202, or with special permission.

3 hours a week, 1 semester, 3 credits. Spring 2006

SPN 234 CIVILIZATION AND CULTURE OF LATIN AMERICA

An introduction to the civilization and culture of the peoples of Latin America. Topics include geography, history, art, music, film, and cuisine of the countries of Spanish-speaking Latin America. Readings from essays, current newspapers and magazines, and literature. Conducted in Spanish.

Open to students who have completed SPN 202, or with special permission.

3 hours a week, 1 semester, 3 credits. Fall 2005

Advanced Literature

SPN 260 INTRODUCTION TO HISPANIC LITERATURE

Readings from Spanish and Latin American literature; literary analysis in the four basic genres: narrative, poetry, drama, and the essay; study of figurative language; compositions and conversation in Spanish.

3 hours a week, 1 semester, 3 credits. Fall 2006

SPN 261 SURVEY OF SPANISH LITERATURE

A study of representative literature of Spain from its origins to the end of the Golden Age. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits. Spring 2007

SPN 262 SURVEY OF SPANISH LITERATURE II

A continuation of Spanish 261. The study of the literature of Spain from the eighteenth century to the twentieth. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits. Spring 2006

SPN 263 SURVEY OF LATIN AMERICAN LITERATURE

A study of the literature of Latin America from Spanish transcriptions of Mayan legends through the twentieth century. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits. Fall 2006

SPN 302 CERVANTES: DON QUIJOTE

An analytical study of Cervantes' masterpiece from a structural and stylistic point of view, taking into consideration the evolution of its critical interpretations, its relation to the period, and its expression of universal values. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits.

SPN 303 19TH CENTURY SPANISH NOVEL

A study of the renaissance of the novel in the nineteenth century, with a critical consideration of its most important authors and works. Major literary movements such as "costumbrismo," Realism, and Naturalism are analyzed and discussed. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits.

SPN 304 CONTEMPORARY SPANISH DRAMA

Study of Spanish drama from the 20th century to the present. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits. Fall 2007

SPN 320 SPANISH AMERICAN POETRY FROM
"MODERNISMO" TO THE PRESENT

A study of the development of Spanish American poetry from the "Modernista" movement to the present. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits.

SPN 324 CONTEMPORARY LATIN AMERICAN DRAMA

Study of Latin American drama from the 20th century to the present. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits.

SPN 340 CONTEMPORARY HISPANIC CINEMA

This course presents a selection of some of the most culturally relevant contemporary films from the Hispanic world. This course is interdisciplinary and cross-cultural, with an emphasis on the socio-economic and political issues that are raised in each film. Discussions of the films will be informed by readings of scholarly articles relating to the topics raised and film reviews. Conducted in Spanish.

Not open to Freshmen.

3 hours a week, 1 semester, 3 credits.

SPN 370 SPECIAL TOPICS IN HISPANIC LITERATURE
AND CULTURE

This course will include Latin American and Spanish writers, as well as aspects of Hispanic culture not covered in depth in the regular course offerings. It will enable students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students. Possible topics include "Latin American Women Writers," "Latin American Short Story," and "Caribbean Literature and Culture."

3 hours a week, 1 semester, 3 credits. Spring 2007

SPN 401-402 SEMINAR

In-depth study of a Spanish or Spanish-American literary figure or movement. Students will be expected to write an extended research paper.

Required of all majors. Conducted in Spanish.

Juniors may register for this course with special permission from the Chairperson of the department.

2 hours a week, 2 credits. Spring

1 hour a week, 1 credit. Fall

PHILOSOPHY

Stanley A. Nevins, Ph.D., *Chairperson*

Philosophy, the love of wisdom, is at the heart of a liberal education. It seeks to question and interpret the full range of human experience and critically examine the assumptions, methods, and claims of other bodies of knowledge represented in the curriculum, including its own.

On a personal level philosophy challenges students to think critically from the point of view informed by the history of ideas and from a variety of perspectives. Ultimately, philosophy aims at a wisdom that may support a meaningful life and guide life's decisions.

Courses in philosophy provide an excellent foundation for professional study in law, history, education, the natural and social sciences, and religious studies.

Core Courses: Philosophy 123, 124, 135, 150, 154, 160.

PHI 123 THE ART OF THINKING

This is a basic course which aims to demonstrate, analyze, and develop fundamental skills in critical thinking and effective communication which are the mark of an educated person. Students will be expected to evaluate and construct arguments in a wide variety of contexts that bear upon the moral, political, and professional dimensions of their lives.

3 hours a week, 1 semester, 3 credits. Fall

PHI 124 INVITATION TO PHILOSOPHY

PHI 124 is designed to introduce students to the problems, methods, and aims specific to philosophy. It seeks to accomplish this through discussion of a variety of traditional and contemporary examples of philosophical literature which will challenge students to think critically about their values, their claims to knowledge, and their beliefs about reality. Individual instructors may follow either an historical or a problematic approach to this course. Additionally, PHI 124 seeks to encourage awareness of the relation between philosophy and other disciplines of the core curriculum.

3 hours a week, 1 semester, 3 credits. Spring

PHI 135 MODELS OF THE SELF

An examination of selected writings from great philosophers having implications for different ways of self-understanding.

3 hours a week, 1 semester, 3 credits. Spring

PHI 150 GREAT PHILOSOPHERS

A study of the fundamental ideas of central figures in philosophy from Plato to Kant. Directed readings and discussions on Plato, Aristotle, Aquinas, Descartes, Hume and Kant.

3 hours a week, 1 semester, 3 credits. Fall

PHI 154 SOURCES OF GREAT WESTERN IDEAS
CLA 154

This course undertakes a study of the classical origins of Western philosophy in Greece and Rome with a special emphasis on its relevance to Modern times. Readings may include literature, drama, poetry, as well as the classic Greek philosophical texts in an examination of such foundation concepts as nature, self, soul, and virtue.

Course may be credited to Philosophy or to the Classics.

3 hours a week, 1 semester, 3 credits. Spring

PHI 160 INTRODUCTION TO ETHICS

What are the sources of morality? What makes an action right or wrong? What constitutes "the good life?" This course will explore these questions and examine related issues such as absolutism vs. relativism, objectivism vs. subjectivism, rules vs. outcomes. General theories will be applied to specific ethical dilemmas through discussion.

3 hours a week, 1 semester, 3 credits. Fall

Note: Since the Philosophy Department is a non-major department, course offerings for each year may vary slightly from the dates printed here in order to accommodate the schedules of major departments. Students are advised to check the day and hour schedules for each term in which they are planning to take a philosophy course.

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.

PHYSICAL EDUCATION

The courses in physical education are designed to foster the student's development in skills including coordination, accuracy, alertness, strength and endurance; beneficial use of leisure time through sportsmanship, cooperation, courtesy, leadership and fellowship. Team sports are available within the non-academic program.

PE 113 AEROBICS AND FITNESS

An introduction to body toning and strengthening with an emphasis on the cardiovascular system. This course will also explore the various methods of warming up and spot reducing.

2 hours a week, 1 semester, 1 credit. Fall and Spring

PE 114 WEIGHT TRAINING

Beginning course in weight training and conditioning. Nutrition, diet and carryover effects of this course will be discovered through actual participation.

2 hours a week, 1 semester, 1 credit. Spring

PE 115 VOLLEYBALL

Fundamental skills and their use in volleyball.

2 hours a week, 1 semester, 1 credit. On demand

PE 120 SELF-DEFENSE

The psychology and techniques of self-defense.

2 hours a week, 1 semester, 1 credit. Fall

PE 128 CARDIO KICK-BOXING FOR FITNESS

A cardio physical fitness program done with music, which includes no-contact boxing and martial arts techniques, along with some exercise and stretching routines.

2 hours a week, 1 semester, 1 credit. Fall and Spring

Members of the Women's or Men's Varsity Basketball, Women's Volleyball, Women's Softball may earn 1/2 credit for one semester, in accordance with the policy that "students may earn 1/2 academic credit per semester for a total of two credits toward the degree for participation in Art Club, Chapel Players (Dramatics), Men's/Women's Varsity Sports, and Yearbook." Consult Moderator and Director of Athletics.

PHYSICAL SCIENCES

S. Mary L. Maier, Ph.D., *Chairperson*

The introductory courses in the physical sciences are designed to give the student a basic understanding of the nature of matter and the physical universe and of the impact of the physical sciences on society. The advanced courses offer the training needed by those who will be professionally concerned with scientific matters in the future in industry, research, medicine, or teaching.

CHEMISTRY

Core Courses: Laboratory science requirement: Chemistry 120, 125, 140, 150, 175, Science 135. Non-laboratory requirement: Science 101.

Major:

All students who major in Chemistry must take the following courses:

CHE 150, 151, 250, 251, 260, 450

MAT 205, 206, Computer course if non-user

PHY 150, 151

Plan A students are required to add CHE 350, 351, 460 and any one of CHE 331, 360, 420, or 440.

Chemistry Majors preparing for Secondary School Teaching are required to add CHE 350, 351, 460, BIO 150, 151. For other requirements, see Education Department section.

Business Sequence students are required to add CHE 350, CHE 351, CHE 360, BUS 100, ACC 110, and ECO 120 or 226.

Biochemistry Sequence students are required to add BIO 150, 151, CHE 331, 332, 349, 460, BIO 290, 330 and any one of BIO 340, 460, 461.

A minimum grade of C is required in each freshman chemistry course before the declaration of a major. A minimum average of C is necessary in the required chemistry courses in order to continue as a major. For the Biochemistry Sequence, a minimum grade of C is also required for all Biology courses.

Area of Concentration for Child Study Majors: Child Study majors will elect their courses (30 credits in the Biological and Physical Sciences) with the approval of the Child Study Department Chairperson and the Biology and Physical Science Chairpersons.

Required: 18 credits

BIO 150, 151, CHE 150, 151

Electives: 12 credits selected from:

BIO 200, 280, 290, CHE 250, 251, 260, PHY 150, 151

CHE 120 CHEMISTRY AND SOCIETY

This course combines the basic principles of chemistry with an examination of the role of chemistry in contemporary life. The nonscience major will understand applications of the theories of chemistry to modern world conditions such as water and air pollution, use of drugs, food preservation, and agriculture technology.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Spring

Lab fee-\$30

CHE 125 AN INVESTIGATION INTO FORENSIC SCIENCE

Forensic science is a significant element in the process of solving crimes. Careful analysis of material at or from the crime scene requires a knowledge of various sciences, and chemistry is integral to most investigations. A non-science major will find the application of chemical principles to the characteristics of soil, fiber, paint, body fluids, explosives, fingerprints, drugs and other forensic evidence of contemporary importance.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Spring

Lab fee-\$30

CHE 140 INTRODUCTION TO CHEMISTRY AND ART

The role of chemistry in the art world has historically been a close relationship, both in theory and in practice. This course offers the opportunity to experience creativity based upon an appreciation of relationships and applications among chemical substances. Forgeries in art will also be investigated.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Fall, Spring

Lab fee-\$30

CHE 150 GENERAL CHEMISTRY I

An intensive study of the laws and concepts of chemistry; atomic and molecular structure, stoichiometry and thermochemistry involved in chemical reactions. Bonding theories and intermolecular forces are related to chemical and physical properties. Emphasis on measurements in the laboratory.

Prerequisite: Departmental approval.

4 hours lecture, 3 hours laboratory a week, 1 semester, 5 credits.

Fall

Lab fee-\$60

CHE 151 GENERAL CHEMISTRY II

A continuation of Chemistry 150. Topics include properties of gases, liquids, solids and solutions. Equilibrium is emphasized in its relation to thermodynamics, rates of reaction, acid-base chemistry, oxidation and reduction, electrochemistry. Nuclear chemistry is briefly considered.

Prerequisite: Chemistry 150 or Departmental approval

4 hours lecture, 3 hours laboratory a week, 1 semester, 5 credits.

Spring

Lab fee-\$60

CHE 175 PRINCIPLES OF GENERAL, ORGANIC
AND BIOCHEMISTRY

A one-semester course designed for students in the health care professions. The course includes the concepts of atomic and molecular structure, phases of matter, stoichiometry, equilibrium, acids and bases, nuclear chemistry, descriptive organic chemistry, carbohydrates, lipids, proteins and nucleic acids. The concepts of the course are demonstrated and explored in laboratory experiments.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Fall

Lab fee-\$30

CHE 250 ORGANIC CHEMISTRY I

Study of the structural theory of organic chemistry relating the physical and chemical properties of representative aliphatic and aromatic compounds to their electronic structures. The laboratory will emphasize preparation, purification, and identification of organic compounds.

Prerequisite: Minimum grade of C in Chemistry 150, 151

4 hours lecture, 4 hours laboratory a week, 1 semester, 5 credits.

Fall

Lab fee-\$60

CHE 251 ORGANIC CHEMISTRY II

A continuation of the integrated study of aliphatic and aromatic compounds and an introduction to the chemistry of natural products.

Prerequisite: Chemistry 250

4 hours lecture, 4 hours laboratory a week, 1 semester, 5 credits.

Spring

Lab fee-\$60

CHE 260 ANALYTICAL CHEMISTRY

A study of the fundamental quantitative aspects of chemistry with laboratory procedures employing volumetric, gravimetric, and instrumental methods.

Prerequisite: Chemistry 151

3 hours lecture, 4 hours laboratory a week, 1 semester, 4 credits.

Fall 2005, Spring 2006

Lab fee-\$60

CHE 331 BIOCHEMISTRY I

An introduction to biological molecules including proteins, enzymes, lipids, carbohydrates, vitamins, and hormones with emphasis on the relationship between molecular structure and function. Central metabolic pathways are presented to demonstrate how these molecules work together in complex biological mechanisms. Applications to medical diagnosis and treatment are included.

Prerequisite: Chemistry 250

3 hours a week, 1 semester, 3 credits. Spring

CHE 332 BIOCHEMISTRY II

Advanced study of biological molecules emphasizing experimental methods used in biochemistry, regulatory mechanisms, biosynthetic pathways, and the kinetic and thermodynamic aspects of enzyme function and energy production. Applications to medical diagnosis and treatment are included.

Prerequisite: Chemistry 331

3 hours lecture, 1 semester, 3 credits. Fall

CHE 349 PHYSICAL CHEMISTRY FOR THE LIFE SCIENCES

The central concept of all branches of physical chemistry, just as in all areas of physical science, is that of energy. In this course the areas of thermodynamics, molecular structure, kinetics, electrochemistry, and solution chemistry are investigated within the context of the living system. The laboratory component of the course will provide experiences which reinforce concepts such as enzyme kinetics, enthalpy, entropy and other aspects of the physical chemistry of life.

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring 2006, Fall 2006

Lab fee-\$60

CHE 350 PHYSICAL CHEMISTRY I

Physical explanation of matter as it is related to energy on the molecular and bulk matter levels. The laws of chemical thermodynamics and statistical thermodynamics lead to the study of quantum mechanics, bonding theory, energy level transitions, and spectroscopic analysis of matter.

Prerequisites: College Physics, Calculus, Chemistry 151

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring 2006, Fall 2006

Lab fee-\$60

CHE 351 PHYSICAL CHEMISTRY II

A consideration of chemical reactions involving three states of matter. A study of kinetics and equilibrium in gaseous, liquid, and solid systems, including transitions between system phases. A brief examination of electrochemical, colloidal, and high energy processes.

Prerequisite: Chemistry 350

3 hours lecture, 1 semester, 3 credits. Fall 2005, Spring 2007

CHE 360 INTRODUCTION TO INDUSTRIAL CHEMISTRY

A study of the chemical substances used to supply the needs and wants of modern society, the processes by which these substances are produced, and the impact of these processes on society.

Prerequisite: Chemistry 251

1 hour lecture; guided independent study, 1 semester, 3 credits. Offered when there is sufficient student demand.

CHE 410 INTERNSHIP

Practical experience in a laboratory or other similar setting approved by the Department. This option enables students to acquire skills appropriate to their career plans.

Prerequisite: Junior or Senior Chemistry major, 3.0 cum in major courses, acceptance at the cooperative institution, and Departmental approval.

A minimum of 130 hours is required, 3 credits.

CHE 420 ENVIRONMENTAL CHEMISTRY

An investigation into the chemical reactions that characterize the natural resources of our planet as they are utilized by today's technological society, resources found in air, water, and earth. This course offers the science major an opportunity to apply many of the scientific principles previously studied to the local, national, and worldwide processes that are contributing to either the preservation or the destruction of the environment. Possible solutions to environmental problems will also be addressed.

Prerequisite: CHE 260

3 hours lecture, 1 semester, 3 credits. Offered when there is sufficient student demand.

CHE 440 ADVANCED INORGANIC CHEMISTRY

This study of the groups of elements that are found in inorganic and organometallic compounds focuses upon bonding theories that explain the structures of these compounds. Elements are also examined for acid-base behavior as related to electron affinity. Advanced spectroscopic and resonance methods for deducing molecular structures are investigated. Special topics include boron chemistry, noble gas chemistry, the lanthanides and actinides.

Prerequisite: CHE 349 or 350 or 351

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient student demand.

CHE 450 SEMINAR IN CHEMISTRY

A consideration of the use of the chemical literature and the methods of scientific research; presentation of a seminar paper, and attendance at seminars given in universities in the metropolitan area.

Required of majors in the senior year.

1 semester, 1 credit. Fall

CHE 460 SENIOR PROJECT

A course allowing individual investigation in some special field of chemistry, may involve literature or laboratory research.

Required of majors in the senior year.

2 semesters, 3 credits for the year.

SCI 101 THE ASCENT OF MAN

See Interdisciplinary Courses.

SCI 130 CHEMISTRY AND NUTRITION

See Interdisciplinary Courses.

SCI 135 CHEMISTRY IN NUTRITION AND PERSONAL HEALTH

See Interdisciplinary Courses.

PHYSICS

PHY 150 GENERAL PHYSICS-MECHANICS, MOLECULAR
PHYSICS, HEAT, SOUND

Newton's laws of motion, mechanics and properties of matter, mechanics of rigid bodies, work and energy, fluids in motion, molecular and atomic theory, special properties of matter due to molecular forms, elasticity, temperature, quantity of heat, work and heat, transfer of heat, wave motion and sound.

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall

Lab fee-\$60

PHY 151 GENERAL PHYSICS-MAGNETISM, ELECTRICITY,
OPTICS, ATOMIC PHYSICS

Magnetism, electrostatics, electric circuits, electromagnetism; conduction through gases, radioactivity; nature of light propagation, photometry, reflection, refraction, lenses, optical instruments, interference, diffraction, polarization.

Prerequisite: Physics 150

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring

Lab fee-\$60

SCI 150 INTRODUCTION TO PHYSICAL SCIENCE

An investigation into the physical sciences designed for the non-science major. This course, which provides insights into modern developments in the areas of physics and chemistry, is specifically designed for students whose professional goal is education.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Fall, Spring

Lab fee-\$30

PSYCHOLOGY

Andrew Quinn, Ph.D., *Chairperson*

Elizabeth Anslow, Ph.D., *Associate Chairperson*

The psychology major is designed for those students who need a solid preparation for graduate study in psychology. The departmental offerings are also suitable for those students who intend to engage in any of the professions in which knowledge of psychological principles is fundamental. Many courses are relevant for those students who are interested in enriching their understanding of human behavior.

Core Courses: PSY 100. Students who have completed PSY 100 may also offer PSY 150 and PSY 180 as additional core courses.

Major: (33 credits) The following courses are required to complete the major: PSY 100, 315, 380, 391 and 460. In addition, MAT 107 is a prerequisite for PSY 315. Elective courses in psychology should be selected from a variety of areas with departmental advisement.

Biology is the preferred natural science core for psychology majors. Students who are preparing for graduate study in psychology are advised to complete courses in a foreign language and in computer science.

Minor: (18 credits with no more than 6 credits in 100 level courses.) PSY 100 is required. Elective courses in psychology should be selected with departmental advisement to complement the student's major field of study. Human Relations majors or Child Study majors with an area of concentration in Psychology or Human Relations may not elect to minor in Psychology.

Area of Concentration for Child Study Majors: (30 credits with no more than 9 credits in 100 level courses): The following courses are required to complete the concentration: PSY 100, 200 or 210, 220, 261. PSY 150 is recommended for concentrates. Students who plan to go to graduate school for psychology are advised to complete PSY 315, 380 and 391 as well.

Certificate In Gerontology

For a description of the program leading to this certificate, see page 206.

PSY 100 INTRODUCTION TO PSYCHOLOGY

A broad introduction to the methodology, concepts, and major content areas of psychology designed to provide the student with a scientific basis for understanding human behavior.

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 120 CHILD PSYCHOLOGY AND DEVELOPMENT I
(CS 101)

An introduction to the study of human development processes, theories and variations, which will include the impact of culture, disability, socioeconomic level, personal health and safety, nutrition and the principles and theories of development during the first two years of life. The course will address the concepts of collaboration and parent/child relationships, inclusion, past and present abusive and dangerous environments and the impact of technology on childbearing and child-rearing.

5 hours of directed observation of very young children.

3 lecture hours, 1 semester, 3 credits, Fall

PSY 150 GROUP DYNAMICS AND COMMUNICATION

A theoretical introduction to small group processes, with an emphasis on the relationship between groups and the individual, and the communication process. Students participate in small group exercises as part of the course requirements.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

PSY 170 EDUCATIONAL PSYCHOLOGY
(EDU 115)

An introduction to the psychological foundations of education, aimed at developing basic competence in the understanding of growth and development, the psychology of personality and adjustment, the assessment and handling of individual differences, and the psychology of learning. A minimum of 20 hours of field work required.

Usually taken in sophomore year.

3 hours a week, 1 semester, 3 credits. Fall

PSY 180 PSYCHOLOGY OF WOMEN

Examination of the biological, social and cultural influences on the psychological development of women. Focus on the vital issues which modern women face daily in a rapidly changing world.

3 hours a week, 1 semester, 3 credits. Spring 2006

PSY 200 PSYCHOLOGY OF LEARNING

An examination of the major theories of learning, and the study of human and animal research in classical and operant conditioning, observational learning, and verbal learning.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 210 COGNITIVE PROCESSES

An examination of models of human cognition focusing on perceptual processes, mental representation, thinking and problem solving, reasoning, language, intelligence and creativity.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall

PSY 220 ADOLESCENT PSYCHOLOGY

A comprehensive survey of adolescent behavior in its intellectual, emotional, and social aspects. Techniques for enhancing the adolescent's potential for growth and productivity are given special consideration.

Prerequisite: PSY 100 or PSY 170 (EDU 115)

3 hours a week, 1 semester, 3 credits. Spring

PSY 230 ADULT DEVELOPMENT AND AGING

Focus on human development from early adulthood through middle age, aging, and death. Emphasis is on the growth of the individual in relation to contemporary society, with theoretical viewpoints and empirical results from individual, social, and developmental psychology.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall 2005, Spring 2007

PSY 251 SOCIAL PSYCHOLOGY

An analysis of the processes of social interaction and their effects upon the behavior and attitudes of individuals and groups.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 261 PSYCHOLOGY OF PERSONALITY

A survey of the major contemporary theories of personality and the important applications associated with each theoretical approach.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 271 ABNORMAL PSYCHOLOGY

An examination of the diagnostic classifications of abnormalcy with an emphasis on causation and treatment.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall

PSY 280 INDUSTRIAL PSYCHOLOGY

Application of psychology to business and industry in the area of personnel selection, training and evaluation, job satisfaction, motivation, communication, and man-machine interface.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

PSY 290 FORENSIC PSYCHOLOGY

An examination of the application of psychology to the legal system including mental health law, the rights of special groups, domestic violence and child abuse, child custody, sexual harassment and abuse, assessing competency and insanity, psychological damage, psychological autopsy, jury selection and behavior, eyewitness testimony, polygraphs, and mental health professionals as expert witnesses.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Offered at department's discretion.

PSY 300 PSYCHOLOGICAL TESTING

An introduction to psychological measurement including the history of mental testing; the statistical concepts of test construction; and a survey of tests of intelligence, aptitude, achievement, personality, and tests for special populations. Students will administer practice tests and participate in demonstrations of the major types of assessment techniques.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall

PSY 315 STATISTICS FOR PSYCHOLOGICAL RESEARCH

An examination of the various inferential statistics for hypothesis testing in psychological research, including bivariate analyses; analyses of variance; linear, curvilinear, and multiple regressions; and non-parametric approaches.

Prerequisite: PSY 100 and MAT 107

3 hours a week, 1 semester, 3 credits. Fall

PSY 325 INTRODUCTION TO BEHAVIOR MODIFICATION

Introduction to the methods and theory of behavior modification and its application to specific behavior problems.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 330 SELECTED TOPICS IN PSYCHOLOGY

Focus on areas of psychological inquiry not covered in depth in the regular course offerings of the department. The selected topic can change each time the course is offered. It will enable students to take advantage of faculty expertise in areas of interest to both faculty and students.

Prerequisite: At least 12 credits in Psychology or permission of the department.

3 hours a week, 1 semester, 3 credits. Offered at department's discretion.

PSY 340 HISTORY AND SYSTEMS OF PSYCHOLOGY

Traces the development of psychology from its roots in philosophy to the evolution of psychology as a science over the last one hundred years.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall 2006

PSY 360 COUNSELING PSYCHOLOGY

An examination of the origins and characteristics of the counseling relationship, including an analysis of the major contemporary theories and techniques of counseling.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 370 INTRODUCTION TO CLINICAL PSYCHOLOGY

An introduction to the principles and techniques of clinical interviewing, evaluation, referral, and the planning of treatment. Field placements will provide students with an opportunity to observe the various institutional settings in which clinical psychologists work and the variety of psychological services offered there.

Prerequisite: PSY 271 and permission of the instructor

2 hours lecture, 3 hours placement a week, 1 semester, 3 credits. Additional conferences will be scheduled on a regular basis for supervision of the placement experience. Spring Insurance fee \$35

PSY 380 PHYSIOLOGICAL PSYCHOLOGY

A survey of the physiological bases of behavior including an overview of the nervous system and the structure of the brain; a discussion of the influence of hormones and chemical transmitters within the brain on psychological functions; and an examination of the influence of physiological processes on such activities as sleep, emotional states, eating behavior, and learning and memory.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 391 INTRODUCTION TO EXPERIMENTAL METHODOLOGY

Theory and technique in the experimental study of behavior, including research projects and formal written reports.

Prerequisites: PSY 100 and PSY 315

3 hours a week, 1 semester, 3 credits. Spring Lab fee-\$30

PSY 400 INTERNSHIP IN PSYCHOLOGY

Designed to provide educational experience in a variety of applied professional settings. A representative from the cooperating local agency and a member of the Psychology faculty will jointly supervise the student who must work a minimum of 100 hours without remuneration during the internship. The student must meet regularly with the faculty supervisor, maintain a log of his or her activities, and submit a paper analyzing the application of psychological principles in the internship setting.

Prerequisite: Junior or Senior Psychology Major with at least 15 credits in Psychology including PSY 271 and a minimum GPA of 3.0. Permission of the department is required.

1 semester, 3 credits. Fall and Spring

Insurance fee \$35

PSY 460 SENIOR RESEARCH SEMINAR

The senior psychology major will select a specific topic of interest in the field of psychology for critical and intensive investigation. The student will be required to review the psychological literature on the chosen topic, generate an original research question, and plan a method of research and an appropriate statistical analysis to further investigate the problem

Prerequisite: A substantial background in psychology, including PSY 100, PSY 315, and PSY 391

3 hours a week, 1 semester, 3 credits, Fall

PSY 465 ADVANCED RESEARCH SEMINAR

Execution of the research proposal designed in Psychology 460. This will include a collection of data, in-depth statistical analysis of results utilizing the computer, interpretation of the results and the completed research report.

Prerequisite: A minimum grade of B+ in PSY 460 and permission of the department.

3 hours a week, 1 semester, 3 credits, Spring

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.

RECREATION

Gail C. Lamberta, Ph.D., *Chairperson*

THERAPEUTIC RECREATION

The major in Therapeutic Recreation is an upper-division program that affords transfer students from Kingsborough Community College an opportunity to complete a Bachelor of Science Degree. Students from Kingsborough Community College must complete the A.A.S. degree in Therapeutic Recreation, as outlined in the Combined A.A.S. + B.S. Program in Therapeutic Recreation brochure. All other transfer students will be evaluated upon application.

This program aims to provide the philosophy, psychology, sociology, and professional enrichment necessary to enhance both clinical and administrative skills in Therapeutic Recreation.

The Therapeutic Recreation major prepares graduates to pursue careers as Recreation Therapists in health care and social service agencies. A Therapeutic Recreation specialist is part of a team of highly skilled professionals who assist people with physical and developmental disabilities, mental illness, age-related limitations, alcohol and other drug dependency, as well as at-risk youth, and juvenile and adult offenders.

The Therapeutic Recreation specialist may work in many different settings, including hospitals, rehabilitation centers, assisted living and long term care facilities, community mental health centers, schools, group homes, correctional facilities, substance abuse facilities, and vocational training centers.

Certification is available as a Certified Therapeutic Recreation Specialist (CTRS) from the National Council for Therapeutic Recreation Certification (NCTRC). Interested students should seek advisement concerning specific eligibility requirements.

Any student who enrolls in a practicum course which will involve any physical contact with a child or a patient, especially the handicapped, must provide evidence that he or she has acquired professional liability insurance.

Major: Forty-two credits in Therapeutic Recreation, with a minimum department index of 2.7. Transfer credits applicable to the major for students completing their A.A.S. degree from Kingsborough Community College are outlined in the Combined A.A.S. + B.S. Program in Therapeutic Recreation brochure. All other transfer student credits will be reviewed upon application.

Required Courses for Therapeutic Recreation Majors transferring from Kingsborough Community College—Combined A.A.S. + B.S. Program in Therapeutic Recreation:

| | | Credits |
|---------|--|----------------|
| REC 284 | Therapeutic Recreation in Community-Based Settings | 3 |
| REC 488 | Internship in Therapeutic Recreation | 12 |

The remaining credits will be completed from the following course offerings:

| | | Credits |
|---------|---|----------------|
| REC 171 | Community Recreation | 3 |
| REC 276 | Therapeutic Recreation in Geriatric Settings | 3 |
| REC 278 | Leisure Education | 3 |
| REC 279 | Therapeutic Recreation in Psychiatric Settings | 3 |
| REC 280 | Therapeutic Recreation for the Physically Disabled | 3 |
| REC 282 | Therapeutic Recreation for the Developmentally Disabled | 3 |
| REC 283 | Current Issues in Therapeutic Recreation | 3 |
| REC 352 | Recreation Administration II | 3 |

Suggested Courses:

| | |
|---------|---|
| CS 102 | Child Psychology and Development II |
| CS 121 | The Psychology of the Exceptional Child |
| SOC 136 | Social Problems |
| PSY 220 | Adolescent Psychology |
| PSY 230 | Adult Development and Aging |
| RS 145 | Theology of Death and Dying |
| SPC 112 | Introduction to Sign Language |
| SPC 132 | Fundamentals of Acting |

Certificate in Gerontology

For a description of the program leading to this certificate, see page 206.

REC 171 COMMUNITY RECREATION

This course is designed to develop an understanding of public recreation services and agencies and their relationships to other agencies in the community providing recreation and leisure services. It will also analyze the various roles that schools, villages, towns, and counties, as well as the state and federal government, play in recreation services.

3 hours a week, 1 semester, 3 credits. Spring 2007

REC 276 THERAPEUTIC RECREATION IN GERIATRIC SETTINGS

The course is designed to help students understand the biopsychosocial problems of aging and the attitudes towards aging in America.

Other areas to be covered include: economic problems, sexism and aging, community resources and methods of developing recreation resources and programs for this specialized group.

3 hours a week, 1 semester, 3 credits. Fall

REC 278 LEISURE EDUCATION

This course will explore the concept of leisure education and its components as well as investigate the guidelines necessary to develop an understanding of basic counseling skills and techniques.

3 hours a week, 1 semester, 3 credits. Fall

REC 279 THERAPEUTIC RECREATION IN PSYCHIATRIC SETTINGS

This course will focus on therapeutic recreation service within psychiatric settings. It will investigate various mental disorders in relation to their etiology and pathology. The course will explore the effect of Mental Illness on both physical and psychological development from birth to death. Medication and verbal therapies will be discussed. Design and implementation of therapeutic activities and programs will be explored.

3 hours a week, 1 semester, 3 credits. Spring 2007

REC 280 THERAPEUTIC RECREATION FOR THE
PHYSICALLY DISABLED

This course will provide an overview of the role that therapeutic recreation services plays in meeting the needs of persons with physical disabilities. It will examine the causes, characteristics, and impairments of the major physical disabilities, such as plegia, cerebal-palsy, spinal cord injuries, etc. This course will focus on innovative program planning techniques and program ideas, program modifications and adaptations, and current issues and trends related to recreation for the disabled.

3 hours a week, 1 semester, 3 credits. Spring 2006

REC 282 THERAPEUTIC RECREATION FOR THE
DEVELOPMENTALLY DISABLED

This course will include an investigation of the developmentally disabled, including the causes, characteristics and implications of this population for Therapeutic Recreation service. The adaptation and modification of recreation activities as well as the available recreation resources will also be included.

3 hours a week, 1 semester, 3 credits. Spring 2007

REC 283 CURRENT ISSUES IN THERAPEUTIC RECREATION

This course is designed to keep students up to date on the everchanging field of therapeutic recreation. Current research will be studied. Students will also have the opportunity to become involved in current community projects.

3 hours a week, 1 semester, 3 credits. Spring 2006

REC 284 THERAPEUTIC RECREATION IN COMMUNITY-BASED
SETTINGS

An overview of the history, philosophy, guidelines and practices as they relate to inclusive programming for persons with disabilities in community-based settings. This course will investigate both physical and programming issues pertaining to inclusion and accessibility. Administrative concerns, trends, challenges and opportunities in regard to inclusion will be addressed.

3 hours a week, 1 semester, 3 credits. Spring

REC 352 RECREATION ADMINISTRATION II

An introduction to finance, budgeting, funding, and the law as they pertain to recreation.

3 hours a week, 1 semester, 3 credits. Spring 2006

REC 488 INTERNSHIP IN THERAPEUTIC RECREATION

This course is part of the preparation suggested by the National Council for Therapeutic Recreation Certification. The student interns for one semester under the supervision of a certified Therapeutic Recreation Specialist.

Prerequisite: Approval of Instructor and completion of major.

12 credits, Fall and Spring



RELIGIOUS STUDIES

Thomas Petriano, Ph.D., *Chairperson*

Courses in Religious Studies offer to students the opportunity to deepen their knowledge of the various religious traditions of peoples. The courses are given to enable the student to appreciate the religious beliefs of all people within the context of their cultural and historical development. Courses have also been designed to provide the opportunity for students to study the current complex issues of society from both a theological and moral viewpoint.

Core Courses: Any course may be offered for the core.

Certificate in Religious Studies

For a description of the program leading to this certificate, see page 208.

RS 122 HEBREW SCRIPTURES - OLD TESTAMENT

An introduction to the inspired writings of the Old Testament. The books of the Old Testament are selectively examined as statements of faith. The course analyzes the traditions behind these texts, the various literary forms in these books, and the experiences of the Jewish peoples which produced these writings.

The course also considers the role of Hebrew Scriptures in the faith of Christianity.

3 hours a week, 1 semester, 3 credits. Spring 2006, Fall 2007

RS 123 NEW TESTAMENT

This course is a contemporary critical study of the message and the meaning of the New Testament, of its origin, and of the historical situation in which it was written. Important scriptural terms, ideas, and themes are examined. Emphasis is given to the traditions which formulate the faith demands of the New Covenant and its proclamation: Jesus Christ, Son of God, Savior.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

RS 130 ENCOUNTERING GOD IN FAITH

New approaches for examining the rational foundations of religious faith with special emphasis on the problem of God and the sources of unbelief in contemporary culture; a consideration of religious peak experiences; the current question of "God-Talk;" the nature of faith and its relationship to reason and to theology.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2007

RS 131 JESUS THE CHRIST

An historical and theological development of the foundational period of the Christian community's understanding of Christ as the risen Lord. The course will then explore the further development of these basic beliefs through the Chalcedonian, medieval and modern periods.

3 hours a week, 1 semester, 3 credits. Spring 2006, 2007

RS 134 SACRAMENTAL THEOLOGY

A study of the contemporary theology of the sacraments and their role in the Christian's life within the Church. The ongoing dialogue within the Christian Churches in the area of sacramental theology is examined in depth.

3 hours a week, 1 semester, 3 credits. Fall 2005

RS 144 WOMEN IN THE JUDAEO-CHRISTIAN TRADITION

This course seeks to examine the contributions as well as the contemporary understandings of women in life, theology and ministry. The course will also endeavor to present the contributions of women in the search for God in theology and spirituality.

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient student demand.

RS 145 THEOLOGY OF DEATH AND DYING

An examination of America's interest in death education, recent contributions of the behavioral sciences; biblical and theological perspectives on death and after-life in Christian and in Jewish teachings.

3 hours a week, 1 semester, 3 credits. Spring 2006, 2007

RS 147 CHRISTIAN MARRIAGE

This course will attempt to establish the scriptural and traditional roots of the Christian understanding of marriage. Topics of contemporary interest are studied.

3 hours a week, 1 semester, 3 credits. Spring 2006

RS 151 CONTEMPORARY APPROACHES TO MORALITY

A survey of the principal trends in moral theology, tracing these trends from their biblical roots to the new insights of modern scholars.

3 hours a week, 1 semester, 3 credits. Spring 2007

RS 164 AMERICAN PROTESTANTISM

A consideration of the history of the many epochs in American Protestantism; a study of the religious beliefs of the different groups which constitute American Protestantism; a survey of Revival, Evangelism, and Reform Movements which occurred at different points in their history; the social significance of the Protestant Churches in America from their beginnings until today.

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient student demand.

RS 165 JUDAISM

A study of religion, philosophy, history and way of life of the Jewish people. A special emphasis is given to the concepts of Judaism as they are practiced and understood by contemporary members of the Jewish faith.

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient student demand.

RS 166 CONTEMPORARY CATHOLICISM

A study of contemporary Catholicism which will connect the teaching and practice of the Church today to the teaching of Jesus and his first followers. Attention will be given to the sacramental nature of the Church, the vision of Vatican II, and the principles that guide Catholic moral teaching. The rich spiritual traditions of the Church and the issues that face the Church at the beginning of the new millennium will also be considered.

3 hours a week, 1 semester, 3 credits. Fall 2006

RS 168 THE SACRED QUEST—A STUDY OF WORLD RELIGIONS

The religions of the world provide a great record of humanity's quest for the sacred in thought, ritual and artistic expression. From the earliest times of pre-history down to the present day, people have expressed their deepest convictions about the universe, about the great issues of life, and about the sacred in worship and in creed. This course will attempt to study some of the varied expressions of humanity's religious impulse through the various religious traditions that have developed in different cultures at different times.

3 hours a week, 1 semester, 3 credits. Fall 2006

RS 173 QUEST FOR GOD

A study of humanity's prayerful attempts to commune with God as these have developed in both the East and the West. Analysis of the common elements found in the prayer experience as well as the differences from diverse cultures, philosophies and the like.

3 hours a week, 1 semester, 3 credits. Fall 2005, 2006

RS 174 SOCIAL JUSTICE AND HUMAN DEVELOPMENT

Through the study of Judaeo-Christian social thought, this course will provide a theological method for examining problems relative to social justice and human development.

3 hours a week, 1 semester, 3 credits. Fall 2007

RS 175 PRAYER IN POETRY

A survey of religious poetry in the Anglo-American tradition from 850 AD to the present century, with emphasis on how poetry reveals a spirituality, how the great English and American mystical poets – Christian and otherwise – express the forms of prayer accessible to them in their times and what the poets have said to advance the traditions of belief.

3 hours a week, 1 semester, 3 credits. Fall 2006



The Department of the Social Sciences aims to develop a broad understanding of social, economic, and political problems and to instill in students an interest which may lead to constructive activity in the solution of contemporary problems in these fields.

All courses in the Social Sciences Department are open to the entire student body for election.

Having fulfilled the prerequisites, students may, with departmental guidance, offer other courses within the departmental divisions to fulfill the core.

Three of the following basic courses are required of all majors: ANT 151, ECO 120, POL 102, SOC 100 or 136. Students may complete their requirements by concentrating in one of the component disciplines:

| | | | | | |
|------------------|------|--------------------------|------|------------------|------|
| <i>Sociology</i> | (30) | <i>Political Science</i> | (30) | <i>Economics</i> | (30) |
| SOC 100 or 136 | 3 | POL 102 or 103 | 3 | ECO 120 | 3 |
| SOC 347 | 3 | POL 205 | 3 | ECO 222 | 3 |
| SOC 348 | 3 | POL 215 | 3 | ECO 223 | 3 |
| ECO 222 | 3 | POL 348 | 3 | ECO 226 | 3 |
| SOC 400 | 3 | POL 351 or 353 | 3 | ECO 228 | 3 |
| SOC electives | 15 | POL 400 | 3 | ECO 400 | 3 |
| | | POL electives | 12 | ECO electives | 12 |

**Electives in Political Science Concentration are to be chosen in consultation with advisor and based on course sequences in either American Politics, Comparative Politics and International Relations, or Political Theory.*

Area of Concentration for Child Study Majors: (30) Students will elect a concentration in one of two Social Sciences areas: Sociology or Social Sciences. They will choose their courses with the guidance of the Social Sciences Department.

SOCIOLOGY CONCENTRATION 30 Credits

(3 credits) SOC 100 INTRODUCTORY SOCIOLOGY or
SOC 136 SOCIAL PROBLEMS

Electives: Any 9 elective courses in sociology with a maximum of 2 courses at the 100 level and a minimum of 1 course at the 300 level.
(27 credits)

SOCIAL SCIENCE CONCENTRATION 30 credits

Required Courses: 9 credits from the following:
 ANT 151 CULTURAL ANTHROPOLOGY
 SOC 100 INTRODUCTORY SOCIOLOGY
 POL 102 INTRODUCTION TO POLITICAL SCIENCE
 ECO 120 MACROECONOMICS
 3 credits from the following:
 POL 103 AMER. GOVERNMENT & POLITICS
 POL 104 STATE AND LOCAL GOVERNMENT
 3 credits from the following:
 ECO 278 ECONOMIC GEOGRAPHY
 ECO 161 INTERNATIONAL ECONOMIC PROBLEMS

Electives (15 credits) Any elective courses in Economics, Political Science and Sociology at 200 and 300 levels with a minimum of 1 course at the 300 level.

Minor in Economics: (18 credits) Courses should be selected in consultation with an Economics faculty member and the student's major advisor. A minimum average of C is required.

Minor in Political Science: (18 credits)

Required Courses:

POL 102

One course in subfield of American Politics

One course in subfield of either international relations
 or comparative government

3 additional courses (9 credits)

At least 3 courses must be above the 100 level. A minimum average of C is required. Interested students should contact an advisor in the Department of Social Sciences

Minor in Sociology: (18 credits) No more than 6 credits at the 100 level. A minimum of C average is required. Elective courses should be selected with departmental advisement to complement the student's major.

Certificate in Criminology/Criminal Justice

For a description of the program leading to this certificate, see page 205.

ECONOMICS

ECO 120 MACROECONOMICS
 (BUS 120)

National economic policy; inflation and unemployment in the business cycle; output and income determination; government expenditures and receipts; fiscal policy and monetary policy; Federal Reserve System and the banking system; variations in stabilization policy; the impact of capital-labor relations.

3 hours a week, 1 semester, 3 credits. Fall

ECO 127 COMPARATIVE ECONOMIC SYSTEMS
(BUS 127)

Study of the philosophic and ideological basis of economic systems, how they solve various economic problems, and the current state of these systems. Attention will be focused on the variations in modern economic systems: capitalist, state capitalist, market socialist, socialist, and traditional. Individual countries will be used as case studies for analysis of these various economic systems.

3 hours a week, 1 semester, 3 credits. Spring

ECO 161 INTERNATIONAL ECONOMIC PROBLEMS
(BUS 161)

Survey of current problems covering international trade, international finance, the relations between technologically advanced and less-developed nations, and various international institutions and markets. Focus on current issues of international economic policy.

3 hours a week, 1 semester, 3 credits. Fall 2006

ECO 221 LABOR ECONOMICS
(BUS 221)

A study of the political economy of labor market demand and supply, the labor process and the philosophic foundations of various theories of labor. The course surveys the historical and current problems of labor organization and unions as well as the impact of race, gender and class on labor and income distribution.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Fall 2005

ECO 222 STATISTICS
(BUS 222)

Collection and tabulation of statistical data. Simple correlation and regression analysis. Probability. Random variables. Normal distribution. Sampling and sampling distributions. Statistical inference. Use of Microsoft Excel, a spreadsheet program, integrated into the course.

Prerequisite: MAT 113 or MAT 200

3 hours a week, 1 semester, 3 credits. Fall

ECO 223 MONEY AND BANKING
(BUS 223)

The roles of money and credit, financial markets and institutions, and central banking in the U.S. economy. The banking system and its relationship with the Federal Reserve System, as well as international banking issues and problems, will also be analyzed and explored.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Spring

ECO 226 MICROECONOMICS
(BUS 226)

Marginal analysis of demand and supply, the individual firm, and market microstructure. Consumer behavior and producer behavior. Alternative models of price determination and profit maximization. The relation between input and output markets.

Prerequisite: ECO 120

3 hours a week, 1 semester 3 credits. Spring

ECO 228 HISTORY OF ECONOMIC THOUGHT

A survey of the development of economic theory; issues and problems of the Classical economists; Marx's critique of Classical political economy; the roots of contemporary schools of thought. Selected primary readings are integrated into the course. Emphasis will be placed upon analysis of the relationship between value and price.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient student demand.

ECO 278 ECONOMIC GEOGRAPHY

Geographic distribution of the economic activities of production, distribution, and exchange of goods and services. Particular attention is given to the location of economic activity as a function of unequal factor endowment.

3 hours a week, 1 semester, 3 credits. Spring 2007

ECO 359 INDEPENDENT STUDY IN ECONOMICS

An opportunity for students to do advanced work in a specialized area in Economics. Students will work with an Economics faculty member in studying and analyzing economic issues and topics of interest.

Open to seniors and juniors with departmental approval.

Prerequisites: ECO 120 and ECO 226

1 semester, 3 credits.

ECO 361 ECONOMICS, ETHICS, AND COMMUNITY
(BUS 361) (PHI361)

This course integrates ethics of economics, business, and social philosophy to explore timely issues of liberty, social welfare, rights, equality, and justice. It will approach these issues using various models and schools of thought, in order to find answers to questions of economic, political, and social importance. The course will be taught online and will include a service component, enabling students to learn by applying what they take from the classroom to the real world, serving the community.

1 semester, 3 credits. Fall 2005

ECO 370 SPECIAL TOPICS IN ECONOMICS

This course will include economic issues, developments or problems not covered in depth in the regular course offerings. It will enable students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students.

With departmental approval

3 hours a week, 1 semester, 3 credits.

ECO 400 SEMINAR IN ECONOMICS

Seminar student selects jointly with instructor an economic topic to be researched; findings are reported in a formal paper; weekly meetings with instructor.

Prerequisites: at least 12 credits in the social sciences, and approval of the department.

1 semester, 3 credits. Spring

POLITICAL SCIENCE

POL 102 INTRODUCTION TO POLITICAL SCIENCE

An overview of the study of politics and its division into the fields of American Politics, Comparative Politics, International Relations and Political Theory. An analysis of governmental types, forms of political participation, political power, ideologies, and political socialization.

3 hours a week, 1 semester, 3 credits. Fall and Spring

POL 103 AMERICAN GOVERNMENT AND POLITICS

An introductory survey of American national politics and government. The course will examine the ideological and socioeconomic context of American politics, the principles of the United States Constitution, non-governmental actors such as political parties and the media, and governmental institutions.

3 hours a week, 1 semester, 3 credits. Fall 2006

POL 104 STATE AND LOCAL GOVERNMENT

A study of government structure, power, and areas of interrelationship of the state and local units, with special emphasis on New York.

3 hours a week, 1 semester, 3 credits. Spring 2007

POL 203 POLITICAL AND CIVIL RIGHTS

A study of the nature and practice of political and civil rights, with an emphasis placed upon the study of contemporary controversies, such as hate speech, separation of church and state, and the rights of the accused. Special attention will be paid to the interaction of political and judicial processes.

3 hours a week, 1 semester, 3 credits. Spring 2007

POL 205 COMPARATIVE GOVERNMENTS

An introductory survey of selected Western and non-Western political systems, with emphasis on comparing and evaluating the performance of these systems in light of democratic and other values.

3 hours a week, 1 semester, 3 credits. Spring 2006

POL 215 INTERNATIONAL RELATIONS, LAW AND ORGANIZATION

An introductory survey of international relations. Emphasis will be placed on theories about how nations relate to one another, the role of governmental and non-governmental organizations in the international community, and the resolution of international issues and problems.

3 hours a week, 1 semester, 3 credits. Fall 2005

POL 220 WAR, REVOLUTION, AND RESISTANCE

This course inquires into one of the most intractable problems of our time—the phenomenon of political violence and its most common manifestations, e.g., war and revolution. In analyzing this phenomenon, emphasis will be placed on its origins, underlying motivations, and consequences. Special emphasis will be placed on identifying and defining the criteria that distinguish justifiable from unjustifiable violence.

Prerequisite: POL 102 or POL 103 or POL 205 or POL 215

3 hours a week, 1 semester, 3 credits. Spring 2006

POL 225 AMERICAN PRESIDENCY

An introductory study of the growth and functions of the institution of the presidency and how different factors in its environment, e.g., other institutions of government, interest groups, and personalities of the presidents themselves, affect presidential performance.

Prerequisite: POL 102 or POL 103

3 hours a week, 1 semester, 3 credits. Spring 2007

POL 240 POLITICAL TRANSITION IN EASTERN EUROPE

A study of the dynamics of political change in Eastern Europe in light of the end of the Cold War. Emphasis will be placed on the rise of resistance to communist rule, and the development of popular institutions of representation. Selected cases will be analyzed and compared in terms of the pace of transition, the type of institutions being established, the degree of popular support, opposition and constraints faced, the impact of ethnic nationalism, and the overall prospects for democratization of the region.

Prerequisite: POL 102 or POL 205 or POL 215

3 hours a week, 1 semester, 3 credits. Fall 2005

POL 280 CONSTITUTIONAL LAW

A study of the origin, theory and interpretation of the United States Constitution. Emphasis will be placed upon controversies surrounding the separation of powers, federalism and economic liberties.

Prerequisite: POL 102 or POL 103 or POL 203

3 hours a week, 1 semester, 3 credits. Fall 2005

POL 290 ACTION PROGRAM IN POLITICAL SCIENCE

Active student participation in programs on political topics. The program is under the supervision of a qualified faculty member.

Prerequisite: POL 102 and permission of Department

Hours and credits to be determined by the program. Offered when there is sufficient demand.

POL 293 AMERICAN URBAN POLITICS

An analysis of the conflicts and tensions in the structure of the urban political systems. Field work may be substituted, under supervision and with special permission. The hours and credit will be arranged.

Prerequisite: POL 102 or POL 103 or POL 104

3 hours a week, 1 semester, 3 credits. Fall 2006

POL 300 THE DYNAMICS OF POLITICS

An introduction to the complex and varied subjects of politics and government, and their relevance to our lives.

Prerequisite: POL 102 and permission of Department

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient demand.

POL 348 RESEARCH METHODS
(SOC 348)

This course will provide students with an understanding of the major components and basic techniques involved in the research process, including how to structure a research project, and how to collect appropriate data. Students will have an opportunity to delve into the research venture first-hand by completing individual and group projects.

Prerequisite: 15 Social Science credits or departmental approval

3 hours a week, 1 semester, 3 credits. Fall

POL 351 HISTORY OF POLITICAL THOUGHT

A critical analysis of the political thought of selected writers, from Plato to Marx, relating their ideas to the political, social, and religious environment in which they arose, and indicating their continued significance.

Prerequisite: POL 102 or POL 103 or POL 205

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient student demand.

POL 353 AMERICAN POLITICAL THEORY

A survey of the American political thought from the nation's founding to the present era. Emphasis will be paid to defining moments in American political history, such as the Revolution, the Constitutional Founding, the Civil War, the Industrial Revolution, the Great Depression and the Civil Rights Movement. These debates will be revisited, with mainstream and radical positions discussed.

Prerequisite: POL 102 or POL 103 or POL 203 or POL 225

3 hours a week, 1 semester, 3 credits. Fall 2006

POL 370 SPECIAL TOPICS IN POLITICAL SCIENCE

This course will include political issues, institutions and processes not covered in depth in the regular course offerings. It will enable students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students.

Prerequisite: POL 102 or POL 103 or POL 205 or POL 215

3 hours a week, 1 semester, 3 credits.

POL 400 SEMINAR IN POLITICAL SCIENCE

Intensive individual research of a topic of interest in the field of political science, terminating in a written report.

Prerequisites: POL 348, at least 12 credits in Political Science, and departmental approval.

1 semester, 3 credits. Spring

SOCIOLOGY-ANTHROPOLOGY

SOC 100 INTRODUCTORY SOCIOLOGY

An introduction to sociology through a study of the basic concepts used in sociological analysis, particularly culture, types of social groups, processes of interaction, social class, population traits and trends.

3 hours a week, 1 semester, 3 credits. Fall and Spring

SOC 136 SOCIAL PROBLEMS

An introduction to sociology through an examination of what society considers to be social problems with a view toward showing how society produces these phenomena and to what extent they are solvable. Areas include: crime, mental illness, drug abuse, alcoholism, other forms of deviance, poverty, racism, conflicts over power.

3 hours a week, 1 semester, 3 credits. Fall and Spring

SOC 140 INTRODUCTION TO SOCIAL WORK

Scientific approach to social work as a profession within the structure of modern society; its principles and application of concepts.

Techniques of observation, interviewing, elements of a social history, interpretation of case material. Methods of casework, group work, community organization; role of the social worker functioning in a variety of settings—as practitioner, as consultant to allied fields.

This is a pre-professional course and may not be offered for core curriculum. Not open to Freshmen.

3 hours a week, 1 semester, 3 credits. Fall 2005

SOC 158 CRIMINAL JUSTICE ADMINISTRATION

An overview of the history, structure and function of the police, prosecutor, judicial, and correctional organizations, and their interrelatedness. Through readings and Supreme Court cases, policy issues such as sufficient evidence, use of discretion and legal concerns will be discussed.

Prerequisite: SOC 100 or SOC 136

May not be offered for core curriculum.

3 hours a week, 1 semester, 3 credits. Fall 2005

SOC 220 SOCIOLOGY OF DEVIANT BEHAVIOR

An examination of the various sociological approaches to understanding and explaining crime, delinquency, deviance, drug usage, and other alleged aberrations in society and culture. Additionally, major case studies will be examined.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Summer

SOC 237 INEQUALITY AND SOCIAL CLASS

Topics include: the values, lifestyles and ideologies of the various classes; the relationship of the classes to economic, political and educational institutions; changes in the class structure.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2005

SOC 241 EXPERIENCE IN SOCIAL WORK

A planned field experience in a community social work agency; regular seminar meetings to evaluate, discuss and interpret this experience.

Prerequisite: SOC 140

6-8 hours placement a week, 1 seminar hour, 1 semester, 3 credits.

Spring 2006

Insurance fee required.

SOC 243 CRIMINOLOGY

An examination of sociological concepts, theories, and perspectives regarding the study of crime. Topics include: the amounts and trends of crime; theoretical explanations; policies of crime control.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2006

SOC 244 SOCIOLOGY OF CORRECTIONS

An investigation into the various punitive and rehabilitative philosophies and practices employed by the correctional field in dealing with crime and criminality. Topics include: history of corrections, theories of punishment, death penalty, sentencing, effectiveness of rehabilitation, community supervision, and restorative alternatives.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2006

SOC 245 COMMUNITY: THEORY AND PRACTICE

This course will emphasize the development of American communities – urban, suburban, small-town and rural. Particular emphasis will be placed on the sociological perspective but will include political, historical and design aspects of community development. Classes will be devoted to community planning, suburban sprawl, the scale and pace of urbanization, and social issues.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2006

SOC 246 SOCIOLOGY OF GENDER

Introductory review of economic, social and cultural changes that have modified the traditional definitions of femininity and masculinity in Western societies. Discussions include: socialization, sexual behavior, marriage and alternative life styles.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2006

SOC 247 HISPANIC CULTURE AND COMMUNITY

An examination of the social development and functioning of the Hispanic community. Pertinent sociological themes for discussion include immigration, religion, politics, cultural development, the media, and the family. Special emphasis will be given to the Hispanic communities of the New York area.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2006

SOC 249 RACE AND ETHNIC RELATIONS

An examination of race and ethnic relations in American society, including a discussion of assimilation vs. pluralism, minority status, group tensions and the dynamics of prejudice and discrimination. The experience of historic and contemporary ethnic groups in New York will be explored.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall

SOC 250 SOCIAL CHANGE IN DEVELOPING COUNTRIES

Theories of social change will be examined in light of economic, social, political, and cultural transformations which characterize industrializing and modern industrial societies. The focus will be on Asia, Africa and the Middle East.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2007

SOC 265 POPULAR CULTURE

An application of the theory and methodology of sociology to a study of popular culture in America. Content will include an analysis of institutional and market processes. Emphasis will be placed on the decision making processes in the mass media, music, film, and television and their respective impact on society.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2007

SOC 270 SOCIOLOGY OF HEALTH

An exploration of the social and cultural facets of health and illness, and the functioning of organizations involved in health care. The social behavior of health personnel and those who are the consumers of health care is stressed also.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring

SOC 285 SOCIOLOGY OF THE FAMILY

The family as a social institution examined in both historical and contemporary contexts with special emphasis on American family patterns.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2006

SOC 310 THE CIVIL RIGHTS MOVEMENT

An in-depth study of the movement for civil rights from its origins to the present. The struggle for African American freedom and justice is presented in the context of local and national organizations. Seminar topics include the formation of the NAACP, the New Deal and race, the *Brown* decision and school integration, the Montgomery bus boycott, voter registration, Freedom Summer, black power, student activism and woman activists.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring

SOC 347 SOCIOLOGICAL THEORY

The development and continuities of theoretical concepts and orientations in sociology against the intellectual and social backgrounds of their times. Differing schools of thought and representative works.

Prerequisite: 15 Social Science credits or departmental approval

3 hours a week, 1 semester, 3 credits. Fall 2005

SOC 348 RESEARCH METHODS

(POL 348)

This course will provide students with an understanding of the major components and basic techniques involved in the research process, including how to structure a research project, and how to collect appropriate data. Students will have an opportunity to delve into the research venture first-hand by completing individual and group projects.

Prerequisite: 15 Social Science credits or departmental approval

3 hours a week, 1 semester, 3 credits. Fall

SOC 359 INDEPENDENT STUDY IN SOCIOLOGY

An opportunity for the students to do advanced work in a specialized area.

Open to juniors and seniors in the Sociology Department, with departmental approval.

1 semester, 3 credits.

SOC 370 SPECIAL TOPICS IN SOCIOLOGY

This course will include sociological issues, developments or problems not covered in depth in the regular course offerings. It will enable students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students.

With departmental approval

3 hours a week, 1 semester, 3 credits.

SOC 400 SEMINAR IN SOCIOLOGY

Intensive individual research of a topic of interest in the field of sociology, terminating in a written report; weekly group discussions.

Prerequisite: SOC 348

2 hours a week, 1 semester, 3 credits. Spring

ANT 151 CULTURAL ANTHROPOLOGY

The basic principles, fundamental ideas and insights of cultural anthropology will be examined through comparative ethnographic accounts. The view of humans as both the products and creators of their culture will be explored through an analysis of cultural variation and culture change.

Not open to Freshmen

3 hours a week, 1 semester, 3 credits. Spring

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.



SPEECH COMMUNICATION

Richard N. Paganini, M.S., *Chairperson*

Rosemary Smith McGettrick, M.A., J.D., *Associate Chairperson*

The purpose of speech training (broadly described) is to provide students with the means for effective oral communication. Some courses in the Department of Speech Communication are planned so that students may develop confidence and poise, become better listeners, learn how to gain and hold attention in speech situations, acquire the means of effectively expressing their convictions, and receive training in the skills of interpretative reading and character portrayal. Other courses within the department focus upon various aspects of speech-language pathology and audiology, providing an introduction to these fields and satisfying requirements for graduate study. Training in the speech arts and sciences prepares students for a variety of careers in a society that is becoming increasingly dependent upon effective communication and more aware of people with communication disabilities.

Core Courses: Speech Communication 102 is the recommended core course for freshmen and is prerequisite for all speech courses. Additional 100 and 200 level speech courses with the exceptions of SPC 112, SPC 115, SPC 212, SPC 220 and SPC 319 may be used to fulfill core requirements.

Major: 33 credits

In keeping with the liberal arts tradition of the College, a general major is offered with courses selected from the arts and sciences of Speech Communication. The following courses are required to complete the major: SPC 102, 115, and 218. Electives: 24 credits selected from the entire range offered and with departmental guidance according to the student's interests and needs.

Students who plan to pursue a career in Speech-Language Pathology should note that the following courses may be required for graduate school admission: SPC 212, 218, 220, 319, 320, 340, 342, 410, and 424.

Bilingual Option: Students may choose to major in Speech Communication and minor in Spanish in order to develop bilingual skill. Six courses in Spanish will be completed with advisement from the Department of Modern Languages; the emphasis should be on grammar, composition, and conversation.

Area of Concentration 30 Credits Required

SPC 102, 218 and 224 are required. Additional choices should be made with departmental guidance according to the student's interests, with a maximum of 9 credits at the 100 level. Acceptance of transfer credits is at the discretion of the Chairperson.

Minor (18 credits with no more than 9 credits in 100 level courses) SPC 102, SPC 115, and SPC 218 are required. Elective courses should be selected with departmental advisement to complement the student's major field of study.

Minor in Theatre (18 credits with no more than 9 credits in 100 level courses) Elective courses should be selected with departmental advisement to complement the student's major field of study.

Acceptance of transfer credits is at the discretion of the Chairperson or Associate Chairperson.

SPC 102 SPEECH COMMUNICATION

A study of the speech communication process - its basic theories and principles and their application in guided speech experiences, including public speaking, interpretative reading and group discussion.

3 hours a week, 1 semester, 3 credits. Fall and Spring

SPC 112 INTRODUCTION TO SIGN LANGUAGE

Introduction to basic sign language with emphasis on the development of expressive and receptive signing skills. Exploration of the fundamentals of deaf culture, American Sign Language, and the models of communication used by deaf persons.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall

SPC 115 VOICE AND DICTION

Designed for the acquisition of improved pronunciation and articulation. Correct inflection patterns, semantic choices, and vocal projection are studied and practiced.

This course may not be offered for the Core Curriculum.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall

SPC 130 INTRODUCTION TO THE THEATRE

A study of the origins of theatre; an examination of the elements of theatre and its relationship to life; student participation in theatre experiences.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall 2006

SPC 132 FUNDAMENTALS OF ACTING

Fundamentals of acting including character analysis and pantomime. Improvisations and theatre games will provide opportunities for the application of theory.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Spring 2008

SPC 204 INTERPERSONAL COMMUNICATION

A study of interpersonal communication dynamics; an examination of communication theory as it relates to various social and work situations; student participation in interpersonal experiences.

Prerequisite: SPC 102

3 hours a week, 1 semester, Spring 2007

SPC 205 CROSS-CULTURAL COMMUNICATION

An introduction to the sociological and psychological factors that influence communication among people of different cultures. Lecture discussion will focus on developing an understanding of the all-too common barriers to effective communication found today in business, teaching, social work, government, etc.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Spring 2006

SPC 206 BUSINESS AND PROFESSIONAL COMMUNICATION

The study of speech communication in business, professional and community organizations. Group discussion, interviews, listening skills, resumes, and the planning of presentations and meetings are emphasized.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall 2006

SPC 212 PHONETICS

Detailed study of the phonemes of English; transcription of standard and non-standard pronunciation and dialects in the International Phonetic Alphabet.

Prerequisite: SPC 102

3 hours a week, 3 credits. Spring

SPC 217 ORAL INTERPRETATION OF LITERATURE

The aim of the course is to stimulate the appreciation of literature through study and practice in the oral interpretation of poetry, narrative prose and dramatic literature.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall 2005

SPC 218 NORMAL LANGUAGE DEVELOPMENT

An intensive study of typical language development, theory and practice as advocated by leading researchers in the field.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall 2005, Spring 2006, 2007

SPC 220 SOUND AND THE AUDITORY MECHANISM

A study of the physics and acoustics of sound as related to human communication.

Prerequisite: SPC 218 or with departmental approval.

3 hours a week, 1 semester, 3 credits. Spring 2006

SPC 224 CHILDREN'S LITERATURE AND ORAL EXPRESSION

An appreciation of our rich heritage of children's literature through exposure to noted stories, authors and illustrators (both historic and modern). Experiences in storytelling and creative interpretation of children's literature through various media.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall and Spring

SPC 225 PSYCHOLOGY OF SPEECH COMMUNICATION

The psychological study of communication including the nature, origins and functions of speech, processes in the acquisition of language, pathologies of linguistic behavior, psycholinguistic theories, changes in language and psychological factors in individual and group communication situations.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall

SPC 230 ADVANCED ACTING

Advanced study in sensory awareness, sense memory and character study for the preparation of a role. Basic vocal and body techniques will be employed to explore the objectives and super objectives of characters. Theories of acting will be studied and put into practice in laboratory situations.

Prerequisite: SPC 132 or permission of the instructor

3 hours a week, 1 semester, 3 credits. Fall 2005

**SPC 235 PLAY PRODUCTION
(FORMERLY SPC 135)**

A study of the principles involved in the mechanical aspects of play production: organization and direction of amateur dramatic groups; practice in stage design and the business of house management.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall 2007

SPC 302 AMERICAN MUSICAL THEATRE

An exploration of this uniquely American genre of theatre including its roots in minstrelsy, vaudeville, comic burlesque, revue, and operetta, as well as the array of artists that contribute to its art form.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Spring 2007

SPC 304 DIRECTING

Advanced work in the process of directing a play. Effective playscript selection, play analysis and research, production conception, casting, rehearsal, and giving and receiving of criticism are studied and practiced. Students assemble and direct a play of their choice that is performed before a live audience.

Prerequisite: SPC 235

3 hours a week, 1 semester, 3 credits. Spring 2006

**SPC 319 SPEECH-LANGUAGE PATHOLOGY I
(FORMERLY SPC 219)**

A study of the causes and symptoms of speech and language disorders. Functional disorders are given special emphasis. Diagnostic and remedial techniques are explored.

Prerequisite: SPC 218

3 hours a week, 1 semester, 3 credits. Spring 2006, Fall 2006

SPC 320 SPEECH-LANGUAGE PATHOLOGY II

An intensive study of major speech and hearing disorders. Organic speech pathologies emphasized. Diagnostic and remedial techniques.

Prerequisite: SPC 319 or departmental approval

3 hours a week, 1 semester, 3 credits. Fall 2005, 2006, Spring 2007

SPC 340 AUDIOLOGY

A study of the nature of hearing loss – its causes and prevention. Consideration of medical and surgical treatment, prosthetic devices, and educational provisions. Study of diagnostic and rehabilitative techniques.

Prerequisite: SPC 220 or permission of the instructor.

3 hours a week, laboratory requirements. 1 semester, 3 credits. Spring 2007

SPC 342 AURAL REHABILITATION

Study of the basic principles of speech reading and auditory training. Methods and materials in both areas and their application in the training of persons with auditory and/or perceptual disabilities.

Prerequisites: SPC 340 or departmental approval.

3 hours a week, 1 semester, 3 credits. Fall 2005

SPC 350 ADVANCED SPEECH COMMUNICATION

This course builds on the foundation provided in SPC 102. Emphasis on enhanced delivery skills and more sophisticated analysis of audience and selected persuasive strategies; targeting of presentations to higher level concepts, as well as specialization and professional areas.

Prerequisites: SPC 102, 115, and permission of instructor

3 hours a week, 1 semester, 3 credits. Spring 2006

SPC 400 INTERNSHIPS

An internship program will provide students with work experience in a professional setting. The work will complement academic studies while providing practical experience. The intern will work jointly with a supervisor from the work setting and a faculty member from the College. The student will spend eight hours per week in an appropriate work place which will provide typical professional experience. The student may not accept remuneration. A journal, final paper and 100 hours in the professional setting are required.

Prerequisites - Juniors or Seniors with a 2.75 cumulative index and the permission of the department. The student's talents and aptitude will be taken into consideration. The course is an elective and may be taken only once.

1 seminar hour a week, 1 semester, 3 credits. Fall and Spring

SPC 410 ANATOMY, PHYSIOLOGY, AND NEUROLOGY OF
 THE SPEECH AND HEARING MECHANISM

Study of the anatomy, physiology, and neurology of the vocal, speech and hearing apparatus, as well as an introduction to voice and speech science.

Prerequisite: SPC 320

3 hours a week, 1 semester, 3 credits. Fall 2006

SPC 424 CLINICAL PROCEDURE AND PRACTICE

Case discussions and demonstrations in diagnosis and remedial treatment. Twenty-five hours of clinical observation.

Prerequisites: SPC 319, 320, 340

2 class hours and 2 laboratory hours per week, 3 credits. Spring

CO-CURRICULAR WORKSHOP IN DRAMATICS may be offered for academic credit in accordance with the policy that "students may earn 1/2 academic credit per semester for a total of two credits toward the degree for participation in Art Club, Chapel players (Dramatics), Men's/Women's Varsity Athletics and Yearbook." Consult the Moderator and Director of Chapel Players.

St. Joseph's College
NEW YORK



INTERDISCIPLINARY PROGRAMS AND COURSES

AMERICAN STUDIES *Interdisciplinary Minor* (21 credits)

The American Studies interdisciplinary minor explores the diverse ideas and experiences that have contributed to the ongoing development of American intellectual, cultural and political life. There are variations within the minor for English, History, Social Sciences and Human Relations majors. Students majoring in one of the above disciplines should meet with their department advisors for specific requirements.

REQUIRED INTRODUCTORY COURSES (12 credits)

| | |
|-----------|---|
| HIS 172 | American Heritage II* |
| POL 103 | American Government and Politics* |
| SOC 133 | American Society (waived if SOC 100 or SOC 136 was taken) |
| ENG 258 | American Renaissance* |
| OR | |
| ENG 259 | Modern American Novel* |

AREAS OF STUDY

Select one area from which to take 2 courses (6 credits)

Mass Media and Popular Culture

| | |
|---------|--------------------------|
| ENG 111 | Language of Film |
| ART 215 | Art in American Life* |
| MUS 205 | Jazz* |
| SOC 265 | Popular Culture |
| HIS 360 | Vietnam Era |
| POL 303 | Money, Media & Politics |
| SPC 302 | American Musical Theater |

Racial and Ethnic Diversity

| | |
|---------|--------------------------------|
| ENG 261 | African American Literature |
| HIS 229 | African-American Experience |
| POL 203 | Political and Civil Rights |
| SOC 247 | Hispanic Culture and Community |
| SOC 249 | Race and Ethnic Relations |
| SOC 310 | Civil Rights Movement |
| HIS 363 | Immigration and Identity |

Citizenship and Community

| | |
|---------|-----------------------------|
| PHI 240 | American Philosophy* |
| ENG 261 | African American Literature |
| POL 203 | Political and Civil Rights |
| POL 280 | Constitutional Law |
| SOC 237 | Inequality and Social Class |
| SOC 245 | Community |
| HIS 274 | Long Island History* |
| HIS 276 | New York State and City* |

REQUIRED ADVANCED COURSE (3 credits)

HIS 321 American Social and Intellectual History

POL 353 American Political Theory

ENG 404 Advanced American Literature to 1865

OR

ENG 405 Advanced Survey of American Literature since 1865

denotes course that may also count toward the core*LATINO STUDIES *Interdisciplinary Minor* (18 credits)**

The Latino Studies interdisciplinary minor is designed to serve students interested in learning about Latino cultures in the United States. While this minor will be attractive to social sciences and humanities majors, it will also be useful to students entering the professions in which knowledge of various Latino communities will be a valuable resource.

PREREQUISITES

SPN 201 and 202 Intermediate Spanish I and II

Spanish Courses (9 credits—at least 3 credits at the 300 level)

SPN 110 Introduction to Latino Studies (taught in English)

SPN 212 Readings in Hispanic Literature and Culture (taught in Spanish)

SPN 215 Studies in Hispanic Literature and Art (taught in Spanish)

SPN 233 Civilization and Culture of Spain (taught in Spanish)

OR

SPN 234 Civilization and Culture of Latin America (taught in Spanish)

SPN 330 U.S. Latino Literature and Culture (taught in English)

SPN 370 Special Topics in Hispanic Literature and Culture (taught in Spanish)

Humanities and Social Sciences Courses (9 credits)

HIS 250 Latin America

HIS 363 Immigration and Identity: The Question of Race and Ethnicity in American Life

MUS 212 Latin American Music

SOC 247 Hispanic Culture and Community

SOC 249 Race and Ethnic Relations

INTERDISCIPLINARY COURSES

The courses listed in this section are interdisciplinary in nature. The departments to which they may be credited are listed.

ECO 361 ECONOMICS, ETHICS, AND COMMUNITY BUS 361/PHI361

This course integrates ethics of economics, business, and social philosophy to explore timely issues of liberty, social welfare, rights, equality, and justice. It will approach these issues using various models and schools of thought, in order to find answers to questions of economic, political, and social importance. The course will be taught online and will include a service component, enabling students to learn by applying what they take from the classroom to the real world, serving the community.

1 semester, 3 credits. Fall 2005

ENG 112 CLASSICAL LITERATURE CLA 112

A study of the human experience as reflected in the classic texts of East and West. Contributors to this study and to the foundations of culture are the authors of the *Bhagavid Gita*, *Gilgamesh*, and other eastern luminaries as well as Homer, Aeschylus, Sophocles, Euripides, and Virgil. This course may be credited to Classics or English.

3 hours a week, 1 semester, 3 credits. Spring 2007

HIS 122 THE GLORY THAT WAS GREECE: CLA 122 THE GRANDEUR THAT WAS ROME

An in-depth study of the Greco-Roman culture and civilization. Special attention will be given to the political, social, economic and cultural life of both peoples against the world setting in which they both rose, flourished and declined. This course may be offered for History or Classics requirement.

3 hours a week, 1 semester, 3 credits. Fall

HUM 102 THE CATHEDRAL OF BOURGES

An interdisciplinary course involving the artistic, cultural, philosophical, scientific, and socio-literary dimensions of a single treasure: the Cathedral of Bourges.

This course may be offered toward the Humanities requirement of the Core Curriculum.

2 or 3 credits. Offered when there is sufficient student demand.

LA 105 CRITICAL READING AND WRITING WORKSHOP

This course prepares freshmen for the challenging academic work expected in college courses. In a workshop setting, students sharpen their critical and analytic skills through intensive reading of college-level material and learn techniques of writing and revising essays.

3 hours a week, 1 semester, 3 credits. Fall

LA 106 WORKSHOP FOR ENGLISH AS A SECOND LANGUAGE STUDENTS

This course is designed for a select group of ESL students who have been accepted into the ACES program. The goal of the workshop is to help students improve their English language reading skills and develop fluency and clarity in their written work so that they may excel in college. The focus of the curriculum is extensive reading and writing.

6 workshop hours and 4 guided study hours a week, 1 semester, 3 credits. Fall

LA 109 ADVANCED READING

An elective course designed to enhance skill in reading a variety of college-level materials. Strategies and practice in comprehending, analyzing, drawing inferences, and evaluating written works.

2 hour a week, 1 semester, 1 credit. Intersession

PHI 154 SOURCES OF GREAT WESTERN IDEAS
CLA 154

This course undertakes a study of the classical origins of Western philosophy in Greece and Rome with a special emphasis on its relevance to Modern times. Readings may include literature, drama, poetry, as well as the classic Greek philosophical texts in an examination of such foundation concepts as nature, self, soul, and virtue.

Course may be credited to Philosophy or to the Classics.

3 hours a week, 1 semester, 3 credits. Spring 2006

202 *Interdisciplinary Courses*

SCI 101 THE ASCENT OF MAN HUM 101

Based on the work of Dr. Jacob Bronowski, this course traces the development of science and arts as expressions of the special gifts that characterize Homo sapiens and that have made the human species unique among the animal species. Emphasis is placed on processes of thought and imagination which are involved in the various attempts made by humans to analyze and understand the nature of the universe and of themselves.

This course may be offered for the core curriculum requirements as a non-lab science course, or as a course in the humanities. The course is not open to freshmen.

1 hour lecture, 2 hours guided study a week.

3 credits. Fall and Spring

SCI 130 CHEMISTRY AND NUTRITION

This investigation of the chemicals in the diet includes nutrients and their sources, vitamins, food additives. Some of these chemicals are studied in terms of their reactions and interactions in metabolic pathways. Contemporary diets and "fast foods" are evaluated, and disorders related to improper diet are considered.

This course is appropriate to satisfy non-laboratory science core course requirements.

Not open to students who have completed SCI 135.

3 hours a week, 1 semester, 3 credits. Intersession

SCI 135 CHEMISTRY IN NUTRITION AND PERSONAL HEALTH

A basic nutrition course in which the roles of nutrients, vitamins, minerals, and fiber are considered in the context of personal health. The non-science major will evaluate diets, health foods, 'junk' foods, and calorie expenditures.

Not open to students who have completed SCI 130.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Fall

Lab fee-\$30

AREA STUDIES

Students interested in the following areas will find the course descriptions in the department listings.

American Studies

| | |
|--------------|---|
| English 258 | American Renaissance |
| English 259 | Modern American Novel |
| English 261 | African American Literature |
| English 263 | American Literature, 1890–1945 |
| English 264 | American Literature Since 1945 |
| English 404 | Advanced Survey of American Literature to 1865 |
| English 405 | Advanced Survey of American Literature Since 1865 |
| History 170 | American Heritage I (1763–1877) |
| History 172 | American Heritage II (1877–Present) |
| History 229 | The African-American Experience |
| History 310 | American Foreign Policy |
| History 321 | American Social and Intellectual History |
| History 325 | American Colonial Society 1607–1763 |
| History 327 | Revolutionary America 1763–1789 |
| History 329 | Early National Period 1787–1848 |
| History 335 | American Civil War and Reconstruction |
| History 340 | America in the Industrialized Age 1877–1930 |
| History 345 | Post-War America |
| Music 104 | Evolution of American Music |
| Pol. Sc. 103 | American Government and Politics |
| Pol. Sc. 104 | State and Local Government |
| Pol. Sc. 203 | Political and Civil Rights |
| Pol. Sc. 225 | American Presidency |
| Pol. Sc. 280 | Constitutional Law |
| Pol. Sc. 293 | American Urban Politics |
| Pol. Sc. 353 | American Political Theory |
| Soc. 249 | Race and Ethnic Relations |
| Soc. 265 | Sociology of Popular Culture |
| Soc. 310 | The Civil Rights Movement |

Creative Expression

The following are all studio workshop courses.

| | |
|---------|--------------------------------|
| Art 163 | Crafts as an Art Form |
| Art 173 | Photography Without a Darkroom |
| Art 183 | Drawing I |
| Art 184 | Painting I |
| Art 185 | Art as Communication |
| Art 186 | Ceramics I |

204 Area Studies

| | |
|-------------|--|
| Art 190 | Ceramic Sculpture |
| Art 263 | Crafts as an Art Form II |
| Art 267 | Design Workshop |
| Art 283 | Drawing II |
| Art 284 | Painting II |
| Dance 101 | Technique and Sources of Modern Dance |
| Dance 103 | Dance Through the Ages |
| Dance 201 | Technique and Sources of Modern Dance II |
| English 105 | Creative Writing |
| English 107 | Fiction Writing |
| Music 101 | Theory I |

Drama and Theatre

| | |
|-------------|-----------------------------|
| English 113 | Introduction to Drama |
| English 332 | Shakespeare |
| Speech 130 | Introduction to the Theatre |
| Speech 132 | Fundamentals of Acting |
| Speech 230 | Advanced Acting |
| Speech 235 | Play Production |
| Speech 302 | American Musical Theatre |
| Speech 304 | Directing |

Latin American Studies

| | |
|-------------|---|
| History 250 | Latin America |
| Music 212 | Latin American Music |
| Spanish 212 | Readings in Latin American Literature and Culture |
| Spanish 234 | Civilization and Culture of Latin America |
| Spanish 263 | Survey of Latin American Literature |
| Spanish 320 | Spanish American Poetry from "Modernismo" to the Present |
| Spanish 340 | Contemporary Latin American Drama |

Urban Studies

| | |
|--------------|-----------------------------------|
| Pol. Sc. 104 | State and Local Government |
| Pol. Sc. 293 | American Urban Politics |
| Soc. 136 | Social Problems |
| Soc. 140 | Introduction to Social Work |
| Soc. 241 | Experience in Social Work |
| Soc. 243 | Criminology |
| Soc. 245 | Community: Theory and Practice |
| Soc. 249 | Race and Ethnic Relations |
| Soc. 250 | Sociology of Developing Countries |

CERTIFICATE PROGRAMS

St. Joseph's College, Main Campus, offers the following certificate programs, which are registered with the New York State Education Department. The certificate programs allow students to combine courses in their major field and/or in electives in order to develop knowledge and skill in a particular area oriented to a career interest.

All credits for the certificate programs must be taken at St. Joseph's College; any exception would require departmental approval. A cumulative index of 2.0 is required for each certificate. Courses may not be taken on a PASS/NO CREDIT basis. Students who complete requirements for these programs will receive appropriate certificates and notations on their transcripts. Applications for certificate programs are obtained from the Registrar's Office.

Descriptions of the courses listed below may be found in the appropriate department sections of this catalogue.

CERTIFICATE IN CRIMINOLOGY/CRIMINAL JUSTICE

The program is geared towards students interested in pursuing a career within the field of criminal justice. Students will receive both theoretical and practical exposure to the system, and will develop widely applicable skills in research design and data analysis.

Required Courses for Certificate 24 credits

SOC 100 Introductory to Sociology

OR

SOC 136 Social Problems

SOC 158 Criminal Justice Administration

POL 203 Political and Civil Rights

SOC 243 Criminology

SOC 244 Sociology of Corrections

SOC 347 Sociological Theory

SOC 348 Research Methods

SOC 350 Applied Statistics (or equivalent)

Total Required for Certificate 24 credits

CERTIFICATE IN INFORMATION TECHNOLOGY APPLICATIONS

This certificate is designed to provide an introduction to the computer and its applications. Specifically, students will learn common uses of the computer such as word processing, will develop programming skills, and will apply this knowledge to frequently encountered tasks within their professional areas.

206 Certificate Programs

Required Courses for Certificate 6 credits

COM 140 Microcomputer Applications I (*if needed*)

COM 141 Microcomputer Applications II

Elective Courses for Certificate 6 credits

COM 150 Introduction to Computer Programming

—or—

COM 152 Computer Programming

COM 288 (BUS 288) Business Systems and Design

COM 205 Multimedia Applications

ART 267 Design Workshop

Elective Computer Course (selected with departmental approval)

Total Required for Certificate 12 credits

(A minimum of 12 credits toward this certificate must be taken at St. Joseph's College. Exceptions require department approval.)

CERTIFICATE IN GERONTOLOGY

This program of multidisciplinary studies in the field of aging will enable students pursuing various careers to function more effectively as service providers to older adults.

Required Courses for Certificate 9 credits

REC 276 Therapeutic Recreation in Geriatric Settings

OR

CHS 451 Gerontology

PSY 230 Adult Development and Aging
(Prerequisite: PSY 100)

RS 145 Theology of Death and Dying

An Approved Gerontological Field/Clinical Experience 3 credits

PSY 370 Introduction to Clinical Psychology
(Prerequisite: PSY 100, 271, permission of instructor)

REC 488 Internship in Therapeutic Recreation
(Prerequisite: Approval of instructor or completion of major)

SOC 241 Experience in Social Work
(Prerequisite: SOC 140)

Total Required for Certificate 12 credits

CERTIFICATE IN LEADERSHIP AND SUPERVISION

This certificate is designed to improve supervisory and managerial effectiveness. Through selected courses and a case-study orientation, the participants will learn to apply prominent theories and practices in employee management and development to commonly encountered problems and situations.

Required Courses for Certificate 9 credits

BUS 100 Process of Management

BUS 130 Organizational Behavior
(Prerequisite: BUS 100)

BUS 230 Human Resources Management
(Prerequisite: BUS 100)

Elective Courses for Certificate-select one course 3 credits

ECO 221 Labor Economics
(Prerequisite: ECO 120)

PSY 280 Industrial Psychology

Total Required for Certificate 12 credits

CERTIFICATE IN MANAGEMENT

This program is designed to educate students for the management of organizations in the business, non-profit, or public sectors; the latter includes the operations of the federal, state, and local government. It is available to students pursuing any major.

Required Business Courses 12 credits

BUS 100 Process of Management

ACC 110 Principles of Accounting

BUS 130 Organizational Behavior
(Prerequisite: BUS 100)

BUS 230 Human Resources Management
(Prerequisite: BUS 100)

Elective Business Courses 9 credits

Three additional courses in Business

Required Courses in Related Fields 6 credits

ENG 103 Writing for Effective Communication

COM 140 Microcomputer Applications I (preferred) or

COM 150 Introduction to Computer Programming

Total Required for Certificate 27 credits

(A minimum of 21 credits toward this certificate must be taken at St. Joseph's College.)

CERTIFICATE IN MARKETING, ADVERTISING, AND PUBLIC RELATIONS

This 12 credit certificate has been developed to provide essential knowledge and skills in the interrelated areas of marketing, advertising, and public relations. There are two components to the certificate program. The first is composed of three required courses, and the second is an elective course which enables students to direct their learning in support of their professional objectives.

Required Business Courses 9 credits

| | |
|---------|-------------------------------------|
| BUS 200 | Marketing |
| BUS 204 | Marketing Promotion and Advertising |
| BUS 208 | Public Relations |

Elective Business Courses 3 credits

Choose one of the following:

| | |
|---------|----------------------------------|
| BUS 210 | Consumer Motivation and Behavior |
| BUS 306 | Marketing Research |
| ART 267 | Design Workshop |

Total Required for Certificate 12 credits**CERTIFICATE IN RELIGIOUS STUDIES**

This certificate is intended to provide either matriculated or non-matriculated students with a background of sufficient depth to enable them to have the skills and knowledge necessary to meet leadership needs in church affiliated settings. The program is designed to prepare students for roles of leadership and service in such areas as religious education, youth ministry, social outreach, marriage preparation and family ministry. Eighteen credits are required to complete this certificate.

Required Courses for Certificate

| | |
|--------|---------------------------|
| RS 130 | Encountering God in Faith |
| RS 173 | Quest for God |

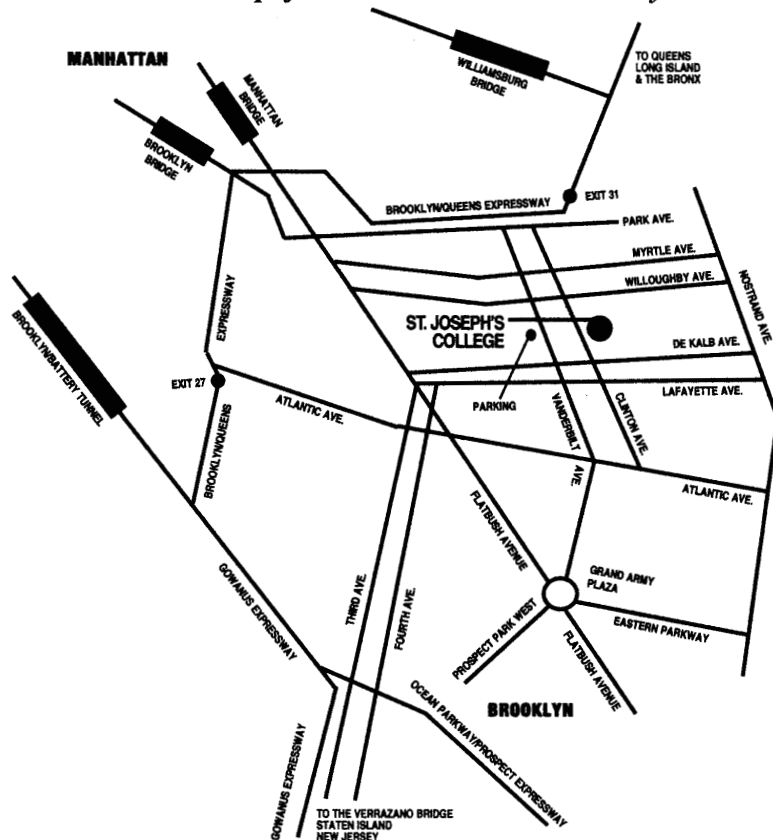
Elective Courses

Twelve credits including some combination of religious studies courses chosen according to the student's area of interest. The twelve credits may include a combination of courses from other departments.

Possible courses are:

| | |
|---------|----------------------------------|
| PSY 220 | Adolescent Psychology |
| SOC 140 | Introduction to Social Work |
| SOC 285 | Sociology of the Family |
| PSY 150 | Group Dynamics and Communication |

(The credits for this certificate must be taken at St. Joseph's College.)

LOCATION*Area Map of Clinton Hill and Downtown Brooklyn*

St. Joseph's College is located in the Clinton Hill section of Brooklyn.

The College may be reached via:

BUS

DeKalb Avenue Bus (B38) to Vanderbilt Ave.
 Crosstown Bus (B61) to Vanderbilt Ave.
 Myrtle Ave. Bus (B54) to Clinton Ave.
 Flushing Ave. Bus (B57, B62) to Vanderbilt Ave.
 Vanderbilt Ave. Bus (B69) to DeKalb Ave.
 Nostrand Ave. Bus (B44) to DeKalb Ave.
 Transfer to B38.
 Flatbush Ave. Bus (B41) to Vanderbilt Ave.
 Transfer to B69

SUBWAY

G to Clinton-Washington Station
 A to Hoyt-Schermerhorn. Transfer to G,
 M, B, Q, R to DeKalb Station
 Take B38 bus to Vanderbilt Ave.
 E, F to Queens Plaza Transfer to G
 2, 3, 4, 5 to Nevins St.
 Take B38 bus to Vanderbilt Ave.

CAR

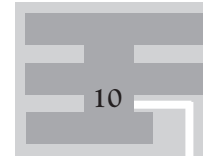
Brooklyn Queens Expressway: Exit 31, Wythe-Kent,
 from Queens; or Exit 27, Atlantic Ave., from Brooklyn.

For more detailed travel information, call the Admissions office,
(718) 636-6868.

L E G E N D

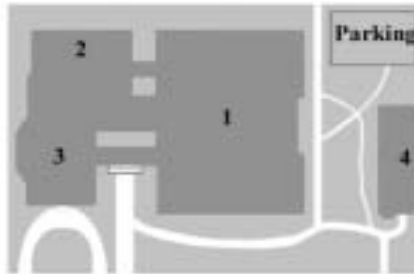
1. *Tuohy Hall (S. VincentTherese)*
 - Administrative Offices
 - Alumni Room
 - Art Studio
 - Auditorium
 - Business Office
 - Chemistry Laboratories
 - Classrooms
 - Game Room
 - Gymnasium/Exercise Area
 - Physics Laboratories
 - Student Government Offices
2. Biology Laboratories
 - Student Lounges
3. *Burns Hall ("245")*
 - Board Room
 - Chapel
 - Formal Dining Room
 - Parlors
4. *Lorenzo Hall*
 - School of Adult & Professional Education
 - Administrative Offices
 - English Department Office
 - Meeting Rooms
5. *St. Joseph's Hall ("256")*
 - Alumni Office
 - Bloodgood Garden
 - Institutional Advancement
 - Department Offices
 - History
 - Modern Languages
 - Psychology/Psychology Laboratory
 - Recreation
 - Religious Studies
 - Social Sciences
6. *Thomas E. Molloy Memorial*
 - Outdoor Stage
7. *Dillon Child Study Center*
 - Child Study Dept Offices
 - Library, Observation Rooms
 - Preschool Rooms
 - Testing & Speech Offices
8. *Founders Hall (FacResidence)*
9. *McEntegart Hall-Library*
 - Cafeteria
 - Chapel
 - Classrooms
- College Book Store
- Computer Laboratories
- Department Offices
 - Accounting
 - Business Administration
 - Economics
 - Speech
- Library
- Student Lounge
- Videoconference Room
- Writing Center
10. *St. Angela Hall*
 - ACES Program
 - Art Studio
 - Auditorium
 - Campus Ministry
 - Classrooms
 - Education Department
 - Mathematics Department
 - Philosophy Department
 - Meeting Room
 - Student Lounge
 - Student Publications Office
 - Videoconference Room

WASHINGTON AVENUE

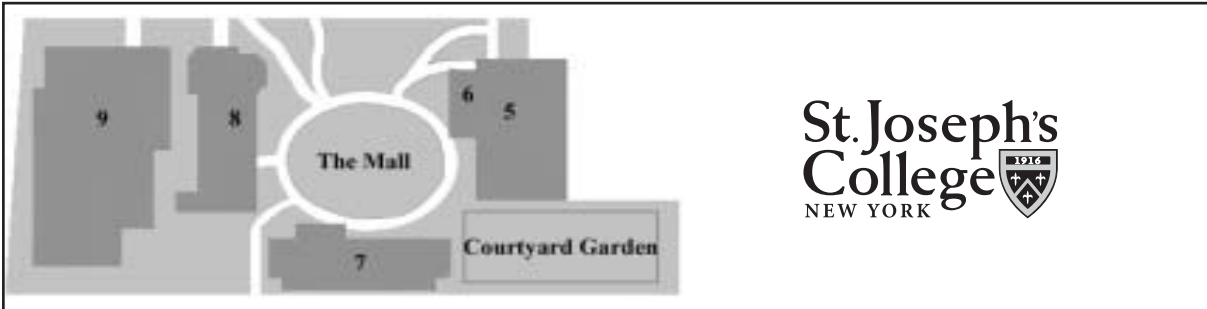


Parking

WAVERLY AVENUE



CLINTON AVENUE



VANDERBILT AVENUE

Parking

WILLOUGHBY AVENUE

DeKALB AVENUE

REGISTERS

BOARD OF TRUSTEES

Sheila Baird, B. Com., '07 Chair
Frank Lourenso, B.B.A., M.B.A., '06 Vice Chair
Stephen Hochberg, B.A., J.D., '07 Secretary to the Board
Mary M. Lai, M.A., D.H.L., '06 Finance Chair
S. Jean Marie Amore, B.S., M.A., Ed.D., '06
Mark B. Anderson, B.A., M.B.A., '07
Patricia C. Barron, M.B.A., '07
John R. Bransfield, Jr., B.S., M.S., '06
John Buran, B.S., M.B.A., '05
John A. Danzi, '06
Thomas A. Doherty, B.S., '07
W. Christian Drewes, B.A., J.D., '06
John. F. Haran, B.S., M.B.A., '07
S. Elizabeth A. Hill, M.A., J.D., Ex Officio
S. Elizabeth A. Johnson, Ph.D., '07
Daniel J. Keane, B.S., '07
Dorothy Bloodgood Kennedy, B.A., M.S., '05
Kay Madati, B.A., '05
Paula Hooper Mayhew, Ph.D., '06
Dennis McCarthy, B.A., '06
S. John Raymond McGann, Ph.D., L.H.D., '06
S. Kathleen McKinney, Ed.D., '06
Frances Resheske, B.A., '07
Peter M. Rogers, B.B.A., '06
Mark Rose, B.S., '05
Julia V. Shea, J.D., '05
William P. Tucker, B.A., J.D., '07

TRUSTEES EMERITI

James E. McCartney, B.A., J.D.
S. George Aquin O'Connor, Ph.D., LL.D., L.H.D.
N. Hilton Rosen, M.B.A., J.D.
Frederick T. Shea, B.A., J.D., LL.D.
S. Maria F. Stapleton, M.A.

OFFICE OF THE PRESIDENT

S. Elizabeth A. Hill, M.A., J.D., President

S. Mary Florence Burns, Ph.D., L.H.D., Assistant to the President

S. George Aquin O'Connor, Ph.D., LL.D., L.H.D., President Emeritus

ACADEMIC AFFAIRS

S. Loretta McGrann, Ph.D., Vice President for Academic Affairs

Mark Hessler, Ph.D., Coordinator of Innovative Instruction

S. Margaret Buckley, Ed.D., Academic Dean of School of Arts and Sciences,
Brooklyn Campus

Sydelle Brooks, Ph.D., Director of ACES Program

Randall G. Krieg, Ph.D., Academic Dean of the School of Arts and
Sciences, Suffolk Campus

Debra Zaech, C.S.W., Assistant Dean

S. Karen Donohue, M.S., P.D., Assistant to the Dean

Matthew Lavery, M.A., Ph.D. Cand., Director of the Academic Center

Thomas G. Travis, Ph.D., Vice President and Dean of the School of Adult and
Professional Education

Eileen Mullen, M.S., Associate Dean

Linda F. Fonte, M.S., Associate Dean, Brooklyn Campus

S. Carole Anne Lessard, M.A., Assistant Dean, Brooklyn Campus

Cindy Mercer, Ph.D., Assistant to the Dean, Brooklyn Campus

Marie C. Losquadro, M.S., Associate Dean, Suffolk Campus

Camille Karlson, M.S., Assistant Dean, Suffolk Campus

Libraries

Heather Althoff, B.A., M.L.S., Director of Library, Brooklyn Campus

S. Agnes Meagher, M.A., M.S., Director of Library, Suffolk Campus

Registration and Records

Barbara Janusz, B.S., Registrar

Johanna Frost-Johnsen, M.A., Associate Registrar, School of Arts and Sciences,
Brooklyn Campus

Lynn Barna, Associate Registrar, School of Adult and Professional Education,
Brooklyn Campus

Geraldine Rothaug, B.S., Associate Registrar, School of Arts and Sciences,
Suffolk Campus

Patricia Keating, B.S., Associate Registrar, School of Adult and Professional
Education, Suffolk Campus

Admissions

Theresa La Rocca Meyer, M.S., P.D., Director of Admissions, Brooklyn Campus

S. Keith Outlaw, M.Div., Associate Director of Admissions, Brooklyn Campus

Michael Learmond, B.A., Assistant Director, Brooklyn Campus

Grace Yang, B.S., Assistant Director, Brooklyn Campus

Janine Farraj, B.A., Admissions Counselor, Brooklyn Campus

Frankie Solorzano, M.S., Admissions Counselor, Brooklyn Campus

Marion E. Salgado, M.A., Director of Admissions, Suffolk Campus
Debra A. Walling, M.B.A., Assistant Director, Suffolk Campus
Kimberly J. Fair, B.A., Assistant to the Director for Undergraduate Admissions, Suffolk Campus
Paige A. Napoli, B.A., Assistant to the Director for Graduate Admissions, Suffolk Campus
Christopher Murphy, B.A., Admissions Counselor, Suffolk Campus
Angela M. Diaz, M.S., Associate Director of Admissions, School of Adult and Professional Education, Brooklyn Campus
Lucille Curley, M.B.A., Associate Director of Admissions, School of Adult and Professional Education, Suffolk Campus

Technology and Information Services

Joseph Spadaro, M.A., M.S., Chief Information Officer
Kevin Hutchinson, A.S., Director of Networked Technologies

Dillon Child Study Center

Susan Straut Collard, Ph.D., Director

BUSINESS AFFAIRS

John C. Roth, M.B.A., Chief Financial Officer
Carol Reese, M.B.A., Director of the Business Office
Georgeann Kelly, B.S., Controller
Anita Stern, B.S., Assistant to the Controller, Suffolk Campus
Susan Martino, Bursar, Suffolk Campus

STUDENT SERVICES

Susan M. Hudec, Ph.D., Dean of Students
Sherrie Van Arnam, B.A., Director of Student Services, Brooklyn Campus
Jaime Vacca, B.A., Assistant to the Director of Student Services, Brooklyn Campus
Marian Russo, M.A., Director of Student Services, Suffolk Campus
Celeste Guarneri, B.F.A., Assistant to the Director of Student Services, Suffolk Campus
Rupert Campbell, M.B.A., Coordinator of Diversity Initiatives
Christy Jean, M.A., Assistant to the Coordinator, Suffolk Campus
Frank P. Carbone, B.S., Acting Athletics Director, Brooklyn Campus
Donald Lizak, B.S., Athletics Director, Suffolk Campus
Monika Wojciechowski, M.S.Ed., Coordinator of International Student Services

Counseling and Career Services

To be appointed, Director, Brooklyn Campus
Anna Bess Robinson, Ed.D., Director, Suffolk Campus
Allison M. Wright, M.A., Assistant to the Dean for Advisement and Career Counseling, School of Adult and Professional Education, Brooklyn Campus
Mary M. Herold, M.S., Assistant to the Dean for Academic Advisement and Recruitment, School of Adult and Professional Education, Suffolk Campus

Financial Aid

Carol Sullivan, B.S., Director of Financial Aid

Joan Farley, B.S., Associate Director of Financial Aid

Yana Alvarez, B.A., Senior Financial Aid Counselor, Brooklyn Campus

Vanessa Barrios, B.A., Senior Financial Aid Counselor, Brooklyn Campus

Linda Pasquale, B.S., Senior Financial Aid Counselor, Brooklyn Campus

Glendalee Gomez, B.S., Financial Aid Counselor, Brooklyn Campus

Donna Crawford, B.S., Financial Aid Counselor, Suffolk Campus

Theresa Krammer, B.A., Senior Financial Aid Counselor, Suffolk Campus

Theresa Saladino, M.S., Financial Aid Counselor, Suffolk Campus

Amy Thompson, B.A., Financial Aid Counselor, Suffolk Campus

Campus Ministry

Brooklyn Campus

S. Susan Wilcox, M.S.

Rev. Thomas Ahern, M.Div., M.A.

Rev. Joseph Diele, M.Div., S.T.M.

Rev. Dennis J. Farrell, M.Div.

Protestant and Jewish clergy from the area offer their services to students.

Suffolk Campus

S. Suzanne Franck, M.A., Ph.D. Cand.

Protestant and Jewish clergy from the Patchogue area offer their services to students.

INSTITUTIONAL ADVANCEMENT

Nancy Connors, M.S., Vice President for Institutional Advancement

Mary Jo Chiara, B.A., Director of Alumni Relations

FACULTY EMERITI

John A. Arnez, Ph.D.

Professor Emeritus of Economics

S. Anne Behre, Ed.D

Professor Emeritus of Child Study

Josephine Belloso, M.A.

Professor Emeritus of Art

S. Teresa Avila Burke, Ph.D.

Professor Emeritus of History

S. Mary Florence Burns, Ph.D., L.H.D.

Professor Emeritus of English

S. Karen Kenney, M.Ed., M.A.

Professor Emeritus of Child Study

S. Myra Paul Mansfield, M.A.

Professor Emeritus of History

S. George Aquin O'Connor, Ph.D., LL.D., L.H.D.

Professor Emeritus of Sociology-Anthropology

Robert Radus, Diplomé, Ph.D.

Professor Emeritus of French

S. Clare Imelda Ruane, B.L.S., M.S.

Professor Emeritus, Library

Sal G. Rumore, J.D., C.P.A.
 Professor Emeritus of Business and Accounting

S. Teresa Ryan, M.A., M.L.S.
 Director Emeritus, McEntegart Library

S. Mary Beatrice Schneller, Ph.D.
 Professor Emeritus of Biology

S. Rose Catherine Stevens, M.S.
 Registrar Emeritus

Louis J. Teutonico, Ph.D.
 Professor Emeritus of Mathematics

Morton Thompson, Ph.D.
 Professor Emeritus of Recreation

S. Mary Corde Tymann, M.A., M.S.
 Professor Emeritus of Physics

Margaret Ward, M.A.
 Professor Emeritus of Physical Education

S. Alice Francis Young, M.A.
 Professor Emeritus of Child Study

FULL-TIME FACULTY

Heather Althoff, Instructor, Library, Brooklyn Campus
 B.A., Carleton College; M.L.S., Pratt Institute

Alexander Altman, Associate Professor of Chemistry
 B.S., M.A., St. John's University; M.Phil., Ph.D., Graduate Center of
 the City University of New York

*S. Jean Amore, Professor of Child Study
 B.S., Brentwood College; M.A., Ed.D., Columbia University

Elizabeth Anslow, Associate Professor of Psychology
 B.A., Hunter College; M.A., Ph.D., Yeshiva University

Francis Antonawich, Associate Professor of Biology
 B.S., University of Rochester; M.S., Ph.D., New York University

Seth Armus, Associate Professor of History
 B.A., University of Minnesota; M.A., Ph.D., S.U.N.Y., Stony Brook

Karen Auh, Assistant Professor of Mathematics
 B.S., Dan Kook University; M.S., Korea University; M.S., New York
 University

James J. Barkocy, Assistant Professor of Business
 B.A., St. Francis College; M.B.A., Advanced Professional Certificate,
 New York University

Heather Barry, Assistant Professor of History
 B.A., M.A., Pepperdine University; Ph.D., SUNY, Stony Brook

Kenneth Bauzon, Associate Professor of Political Science
 B.A., Silliman University, Philippines; M.A. (History),
 M.A. (Political Science), Ph.D., Duke University

E. Jane Beckwith, Assistant Professor of Art
 B.A., Seton Hill College; M.F.A., Pratt Institute

William F. Bengston, Professor of Sociology
 B.A., Niagara University; M.A., St. John's University; Ph.D., Fordham University

* On leave

218 *Registers*

- Esther Berkowitz, Assistant Professor of Child Study;
Director, M.A. in Literacy and Cognition, Brooklyn Campus
B.A., M.S., Brooklyn College, C.U.N.Y.; M.S., Adelphi University;
Ph.D., Fordham University
- Leon Bernardyn, Assistant Professor of Music
B.M., M.M., Peabody Conservatory; GPD, Johns Hopkins University
- Allan Bock, Assistant Professor of Business
B.S., C.W. Post Center of Long Island University;
M.B.A., Dowling College; C.P.A.
- Lorraine Boykin, Professor of Community Health & Human Services
B.S., M.S., Virginia State College; M.A., New York University; M.S., Long
Island University; Ed.D., Columbia University
- Laurel Janssen Breen, Assistant Professor of Nursing
R.N., B.S.N., College Misericordia; M.A., Ph.D., Cand., New York University
- Monica Brennan, Professor of History
B.A., M.A., Portland State University; Ph.D., S.U.N.Y., Stony Brook
- Sydelle Brooks, Associate Professor, Director of ACES Program
B.A., M.A., Brooklyn College, C.U.N.Y., Ph.D., Graduate Center of the
City University of New York
- Lorraine Brown, Assistant Professor of Nursing
R.N., B.S.N., Hunter College; M.S.N., Boston University
- S. Margaret Buckley, Academic Dean and Professor of Education
B.A., St. Joseph's College; M.A., Ed.D., Columbia University
- S. Elizabeth Calfapietra, Associate Professor of Child Study
B.S., Brentwood College; M.S., Fordham University;
M.S., Brooklyn College, C.U.N.Y.; Ed.D., Columbia University
- Lauren Caminiti, Preschool Teacher
B.A., Brooklyn College, CUNY
- Rupert Campbell, Assistant Professor of Business
B.A., Huston-Tillotson College; M.B.A., Long Island University
- John J. Capela, Assistant Professor of Business
B.S., Long Island University, Brooklyn Campus;
M.B.A., Long Island University, C.W. Post Campus
- Matthew Caputo, Instructor of Mathematics
B.A., St. Joseph's College; M.A., S.U.N.Y., Stony Brook
- Barbara Carlstrom, Assistant Professor of Nursing
R.N.; B.S.N., M.S.N., S.U.N.Y., Stony Brook
- S. Frances Solano Carmody, Professor of Child Study;
Co-Director, M.A. in Infant-Toddler Early Childhood Special Education
B.S., St. John's University; Ed.M., S.U.N.Y., Buffalo; Ph.D., Syracuse University
- S. Mary Ann Cashin, Assistant Professor of Child Study
B.S., Brentwood College; M.S., S.U.N.Y., Albany
- Mary Chance, Assistant Professor of Business; Director, Graduate Management Studies
B.S., St. Francis College; C.P.A.; M.S.T., Long Island University
- Stanley Chu, Assistant Professor of Accounting
B.B.A., Baruch College; M.B.A., St. John's University
- Thomas Coleman, Instructor of Psychology
B.A., S.U.N.Y., Stony Brook; M.Ed., Long Island University;
M.A., Psy.D. Cand., Hofstra University
- Susan Straut Collard, Professor of Child Study and Director of Dillon Child Study Center
B.A., Drew University; M.A., Ph.D., Columbia University

- Nancy Connors, Vice President for Institutional Advancement
B.A., LeMoyne College; M.S., Syracuse University
- S. Miriam Honora Corr, Professor of Child Study;
Co-Director, M.A. in Infant-Toddler Early Childhood Special Education
B.A., St. Joseph's College; M.A., Catholic University of America; Ed.D.,
Columbia University
- S. Catherine Cunningham, Assistant Professor, Library
B.S., Brentwood College; M.L.S., Pratt Institute
- Raymond D'Angelo, Professor of Sociology
B.A., Duquesne University; M.A., New School for Social Research; Ph.D.,
Bryn Mawr
- Philip A. Dehne, Assistant Professor of History
B.A., Lafayette College; Ph.D., Syracuse University
- Nohemi Diaz-Vergara, Preschool Teacher
B.A., St. Joseph's College
- S. Patricia Dittmer, Pre-School Teacher, Dillon Instructor of Child Study
B.A. St. Joseph's College; M.S., P.D., Bank Street College of Education
- Laura Shea Doolan, Assistant Professor of Child Study
B.S., Oklahoma State University; M.Ed., Kent State University;
Ed.D., St. John's University
- C. Edward Emmer, Assistant Professor of Philosophy
B.A., University of Notre Dame; M.A., Duquesne University
- Elana Epstein, Instructor of Mathematics
B.A., M.A., SUNY, Binghamton; Ed.D. Cand., Teachers College Columbia University
- Frank Faber, Assistant Professor of Business and Accounting
B.B.A., Hofstra University; M.S., Long Island University
- Joseph Fanuele, Assistant Professor of Child Study
B.A., M.A., P.D., St. John's University; Ph.D., Hofstra University
- George Fasano, Assistant Professor of Business
B.B.A., M.B.A., Baruch College, C.U.N.Y.; C.P.A.
- Emily Figueroa, Preschool Teacher
B.A., St Joseph's College
- Marie Fitzgerald, Associate Professor of History
B.S., University of Dayton; M.A.L.S., M.A., Ph.D., S.U.N.Y., Stony Brook
- Bernard Fitzpatrick, Instructor of Political Science
B.A., University of Massachusetts; M.P.A., The Barney School, University of Hartford
- Maria Anne Fletcher, Associate Professor of Nursing
R.N.; B.S., Hunter College; M.A., New York University;
Ph.D., Adelphi University
- Stanley F. Fox, Associate Professor of Business
B.S., New York University; M.B.A., Baruch College, C.U.N.Y.; Ph.D.,
Walden University
- S. Suzanne Franck, Assistant Professor of Religious Studies
B.S., St. John's University; M.A., Queens College, C.U.N.Y.;
M.A., Seminary of Immaculate Conception; Ph.D. Cand., Fordham University
- Barry Friedman, Assistant Professor of Child Study
B.S., M.A., Brooklyn College, C.U.N.Y.; Ph.D., Hofstra University
- S. Jane Fritz, Assistant Professor of Mathematics/Computer Science
B.S., Brentwood College; M.S.E.E., M.S.C.Sc., S.U.N.Y., Stony Brook

220 *Registers*

- Mary Fritz, Assistant Professor of Child Study
B.A., St. John's University; M.S., Fordham University; P.D., Ed.D., St. John's University
- Steven Fuchs, Assistant Professor of History
B.A., St. Joseph's College; M.A., Ph.D., SUNY, Stony Brook
- Patricia S. Gabel, Assistant Professor of English
B.A., Marymount Manhattan College; M.A., M.Phil., Fordham University
- Carolyn Gallogly, Assistant Professor of Community Health and Human Services
B.A., St. Mary-of-the-Woods College; M.A., University of Michigan; Ph.D. Cand., S.U.N.Y., Stony Brook
- Jill E. Gelormino, Associate Professor of Child Study
B.S., M.S., Long Island University; Ph.D., S.U.N.Y., Buffalo
- Karen Gerdtz, Preschool Teacher
B.A., St. Joseph's College
- Rev. John A. Gilvey, OSFS, Associate Professor of Speech Communication
B.A., Allentown College of St. Francis de Sales; M.A., De Sales School of Theology; M.A., Villanova University; Ph.D., New York University
- Paul Ginnetty, Professor of Psychology
B.A., Boston College; M.Div., M.A., St. John's University; Ph.D., City University of New York
- Joseph Glancey, Jr., Assistant Professor of History
B.A., Villanova University; M.A., Ph.D. Cand., New York University
- Katherine Granelli, Assistant Professor of Child Study
B.A., St. Joseph's College; M.S., Long Island University, C.W. Post Campus; Ed.D. Cand., Hofstra University
- Michael J. Hanophy, Associate Professor of Biology
B.S., Fairfield University; M.S., M.Phil., Ph.D., St. John's University
- Jan Harting-McChesney, Assistant Professor of Child Study
B.A., S.U.N.Y., Pottsdam; M.S., S.U.N.Y., Oneonta; M.S.Ed., Adelphi University; Ed.D. Cand., Hofstra University
- Paul Hawryluk, Professor of Psychology
B.A., Hofstra University; M.A., Fairleigh Dickinson University; M.A., Ph.D., Adelphi University
- Carol J. Hayes, Professor of Biology
B.A., St. Joseph's College; M.S., Adelphi University; Ph.D., New York University
- John W. Hazzard, Assistant Professor of Sociology
B.A., Houghton College; M.A., Adelphi University
- Ruth Hazzard, Assistant Professor, Library
B.A., William Smith College; M.A., Adelphi University; M.S.L.S., Long Island University, C.W. Post Campus
- Patricio Hernandez, Instructor of Spanish
B.A., Ph.D. Cand., S.U.N.Y., Stony Brook
- Antoinette Hertel, Assistant Professor of Spanish
B.A., University of Wisconsin, Madison; M.Phil., Ph.D. Cand., New York University
- Mark Hessler, Associate Professor of History
B.A., Southampton College; M.A., Ph.D., S.U.N.Y., Stony Brook
- S. Elizabeth A. Hill, President
B.A., St. Joseph's College; M.A., Columbia University; J.D., St. John's University School of Law
- Victoria Hong, Assistant Professor of Mathematics/Computer Science
B.S., Polytechnic University; M.B.A., Rutgers University

- Wendy P. Hope, Assistant Professor of Child Study
B.A., University of the West Indies (Barbados); M.A., Ph.D., New York University
- S. Joan Hroncich, Assistant Professor, Library
B.S., Brentwood College; M.A., Middlebury College; M.L.S., St. John's University
- Susan M. Hudec, Dean of Students
A.S., College of Staten Island, C.U.N.Y.; B.A., M.S., Wagner College;
Ph.D., New York University
- Eileen White Jahn, Associate Professor of Business
B.A., S.U.N.Y., Binghamton; M.B.A., New York University;
Ph.D., Graduate Center of the City University of New York/Baruch
- Barbara M. Janusz, Registrar, Brooklyn Campus
B.S., St. Joseph's College
- Margaret Jennings, Professor of English
B.S., Brentwood College; M.A., University of North Carolina;
Ph.D., Bryn Mawr
- Florence L. Jerdan, Associate Professor of Nursing
R.N.; B.A., Southampton College of Long Island University;
B.S.N., S.U.N.Y., Stony Brook; M.A., New York University;
Ph.D., Adelphi University
- S. Helen Kearney, Assistant Professor of Child Study
B.A., St. Joseph's College; M.A., Ph.D., New York University
- Mary Keller, Assistant Professor, Library
B.A., Dowling College; M.S., Adelphi University; M.L.S., Long Island University,
C.W. Post Campus
- William Cotesworth Keller, Associate Professor of Business Administration
B.A., Colgate University; M.S., Naval Postgraduate School;
Ph.D., Walden University
- Dorothy A. Kelly, Professor of Speech Communication
B.S., S.U.N.Y., Buffalo; M.A., Hofstra University; D.A., Adelphi University;
ASHA Certification
- Tae Sook Kim, Associate Professor of Nursing
R.N.; B.A., Kei-Myung University, Korea; B.S.N., M.S.N., Columbia University;
Ph.D., New York University
- S. Eleace King, Assistant Professor of Child Study
A.B., Marywood College; M.S., Yeshiva University; Ed.D., The Johns Hopkins
University
- Dorothy A. King, Professor of English
B.A., College of New Rochelle; M.A., Fordham University; Ph.D., St. John's
University
- Randall G. Krieg, Academic Dean and Professor of Economics
B.A., University of Wisconsin, Madison; M.A., Ph.D., University of Colorado, Boulder
- Dimitriy Kupis, Assistant Professor of Mathematics and Computer Science
M.S., Kharkiv State Polytechnic University, Ukraine
- Bogumila Lai, Assistant Professor of Mathematics
B.S., M.S., Long Island University; Ph.D., Stevens Institute of Technology
- Gail Lamberta, Associate Professor of Recreation
B.S., St. Joseph's College; M.A., Adelphi University; Ph.D., Walden University
- Maria Lamicella-DiCarlo, Assistant Professor of Education
B.S., Manhattan College; M.S., Ph.D., St. John's University
- Mirella Landriscina, Assistant Professor of Sociology
B.A., New York University; M.A., Ph.D., University of Pennsylvania

222 *Registers*

- Michael Larson, Assistant Director of ACES Program
B.A., University of the South; M.A., Middlebury College, Bread Loaf School;
M.F.A., New School University
- Robert Lasner, Instructor, Library, Brooklyn Campus
B.A., M.A., M.L.S., Queens College, C.U.N.Y.
- Kim Lavery, Instructor of Speech
B.A., Seton Hall University; M.A., Bowling Green State University
- Matthew Lavery, Director of the Academic Center
B.A., M.A., Seton Hall University; Ph.D. Cand., University of East Anglia, Norwich,
Norfolk, England
- Albert Leavitt, Preceptor in Health Administration
B.A., City College of New York; M.S.W., Columbia University; Ph.D.,
New York University
- Claire Lenz, Assistant Professor of Child Study
Director, M.A. in Literacy and Cognition, Suffolk Campus
B.S., S.U.N.Y., Oneonta; M.A.L.S., S.U.N.Y. Stony Brook;
Ed.D., St. John's University; P.D., Long Island University, C.W. Post Campus
- S. Rosemary Lesser, Assistant Professor of Child Study
B.S., St. John's University; M.A., Boston University
- Jill Levin, Associate Professor of Child Study
B.A., Brooklyn College; M.S., C.W. Post Center of Long Island University;
Ed.D., Nova Southeastern University
- S. Mary Febronia Loewenstein, Assistant Professor of Mathematics/Child Study
B.S., M.A., St. John's University; P.D., Brooklyn College, C.U.N.Y.
- Robin Lombardo, Assistant Professor of Recreation
B.A., S.U.N.Y., Stony Brook; M.S., Herbert H. Lehman College, C.U.N.Y.
- S. Mary Maier, Professor of Chemistry
B.S., St. John's University; M.S., University of Detroit; Ph.D., University of
Michigan, Ann Arbor
- Veronica Manlow, Assistant Professor of Sociology
B.A., Hunter College; M.A. Graduate Faculty, New School University;
Ph.D., Graduate Center of the City University of New York
- S. Patricia Manning, Assistant Professor of Art
B.S., Brentwood College; M.A., Brooklyn College
- Robert Marose, Associate Professor of Business
B.S., University of Notre Dame; M.S., Stevens Institute of Technology;
M.S., Adelphi University; Ph.D. Polytechnic University of New York
- Elena Marts, Writing Coordinator of the Academic Center
B.B.A., M.A., University of Hawaii; Ph.D. Cand., S.U.N.Y., Stony Brook
- Peter J. Mascuch, Assistant Professor of English
B.F.A., New York University; M.Phil., Ph.D., Graduate Center, CUNY
- Peter Maust, Instructor of History
A.B., Middlebury College; M.A., Ph.D. Cand., Cornell University
- William McAllister, Assistant Professor of Mathematics/Computer Science
B.S., New York University; M.S., Polytechnic Institute of Brooklyn; M.S.,
S.U.N.Y., Stony Brook
- S. John Raymond McGann, Professor of Education
B.A., College of New Rochelle; M.A., Columbia University; Ph.D., St. John's
University; L.H.D., Niagara University

- Rosemary Smith McGettrick, Assistant Professor of Speech
 B.A., Caldwell College; M.A., M.A., Kean College;
 J.D., Seton Hall University; CCC-SLP ASHA Certification
- Ted McGlone, Associate Professor of Economics
 B.A., New York University; Ph.D., University of Utah
- S. Loretta McGrann, Vice President for Academic Affairs and Professor of English
 B.A. Seton Hill College; M.A., Brooklyn College; Ph.D., S.U.N.Y., Stony Brook
- S. Agnes Meagher, Assistant Professor, Library, Suffolk Campus
 B.A., St. Joseph's College; M.A., Hunter College; M.S., Columbia University
- Theresa La Rocca Meyer, Director of Admissions, Brooklyn Campus
 B.S., M.S., P.D., St. John's University
- Rick Miller, Assistant Professor of Art
 B.A., New York University; M.F.A., Long Island University, C.W. Post Campus
- Maria Montoya, Associate Professor of Spanish
 Diploma, Universidad de Santiago de Compostela, Spain; B.A., M.A.,
 Hunter College, C.U.N.Y.; Ph.D., Graduate Center of the City University
 of New York
- Linda Morgante, Assistant Professor of Nursing
 A.A., Upstate Medical Center, S.U.N.Y.; B.S., M.S., Hunter College, C.U.N.Y.
- Kone Moriamou, Assistant Professor of Chemistry
 B.S., University of Abidjan, Ivory Coast; M.S., Wayne State University;
 Ph.D., Polytechnic University
- Barbara Morrell, Associate Professor of Sociology
 B.A., Regis College; M.A., S.U.N.Y., Albany; Ph.D., Rutgers University
- Stanley A. Nevins, Professor of Philosophy
 B.A., Manhattan College; M.A., Ph.D., Fordham University
- Robert J. Nobile, Assistant Professor of Business/Organizational Management
 B.A., Adelphi University; M.S., Long Island University;
 J.D., St. John's University School of Law
- Ralph Nofi, Assistant Professor of Business
 B.B.A., University of Notre Dame; M.B.A., New York University
- Eileen O'Donnell, Early Childhood Program Coordinator, Dillon Instructor of Child Study
 B.A., St. Joseph's College; M.S., Fordham University;
 M.S., Bank Street College of Education
- S. Rosamond O'Keefe, Assistant Professor of Psychology
 B.S., M.S., St. John's University
- Gretchen Owens, Professor of Child Study
 B.A., Catholic University of America; M.S., Hofstra University; Ph.D.
 S.U.N.Y., Stony Brook
- Richard Paganini, Assistant Professor of Speech
 B.S., M.S., Kansas State Teachers College
- *Cynthia Parrett, Assistant Professor of Music
 B.S., Brentwood College; M.M., Catholic University of America
- Catherine Pearsall, Assistant Professor of Nursing
 B.S., St. Joseph's College; M.S.N., S.U.N.Y., Stony Brook;
 Ph.D. Cand., Duquesne University
- Roy R. Pellicano, Associate Professor of Education
 B.A., Long Island University, Brooklyn Campus; M.S., Brooklyn College, C.U.N.Y.;
 Ed.D., Columbia University

224 *Registers*

Charles Pendola, Assistant Professor of Business

B.B.A., St. John's University; M.P.A., John Jay College of Criminal Justice, C.U.N.Y.;

M.P.S., Long Island University, C.W. Post Campus; J.D., Touro Law Center

Lauren Grace Pete, Associate Professor of Health Administration

B.A., M.A., City College, C.U.N.Y.; J.D., Benjamin Cardozo School of Law,

Yeshiva University; M.Phil., Ph.D., City University Graduate Center, C.U.N.Y.

Thomas I. Petriano, Associate Professor of Religious Studies

B.A., Cathedral College; M.Div., Seminary of the Immaculate Conception;

Ph.D., Fordham University

Diane Pfadenhauer, Assistant Professor of Business

B.A., State University of New York; J.D., St. John's University School of Law;

M.S., New York Institute of Technology

Judith R. Phagan, Assistant Professor of English

B.A., M.A., Long Island University; D.A., St. John's University

Donna Pirich, Assistant Professor of Mathematics

B.S., Long Island University; M.S., SUNY, Stony Brook; Ph.D., Adelphi University

Patricia Posthauer, Instructor of Speech

B.A., M.S., Dowling College; M.A., Hofstra University

Andrew Quinn, Associate Professor of Psychology

B.A., M.S., St. John's University; Ph.D., Fordham University

Deborah Quinn, Assistant Professor, Library

A.S., Suffolk County Community College; B.S., S.U.N.Y., Stony Brook;

M.L.S., Long Island University, C.W. Post Campus

Jennifer Quirk, Instructor, Library

B.A., S.U.N.Y., Geneseo; B.S., Queens College, C.U.N.Y.

Sameena Rahman, Preschool Teacher

B.S., St. Joseph's College

Mohammad Afzal Rana, Associate Professor of Biology

B.S., M.S., Punjab University; Ph.D., University of London

Julie Raplee, Assistant Professor of Speech

B.S., M.S., SUNY at Fredonia; LSP/CCC (ASHA Certification)

Jill Rehmann, Associate Professor of Chemistry

B.A., Reed College; M.S., M.Phil., Ph.D., Columbia University

Marc Ricciardi, Associate Professor of English

B.A., Fordham University; M.A., Ph.D., New York University

Anna Bess Robinson, Director of Counseling and Career Services, Suffolk Campus

B.A., Randolph-Macon Women's College; M.Ed., Rutgers University;

Ed.D., Columbia University

Dominic J. Romeo, Assistant Professor of Child Study

B.A., St. Vincent College, Latrobe, PA; M.Ed., Ph.D., University of Pittsburgh

Susan Rooney, Associate Professor of Child Study

B.A., Marymount; M.A., P.D., Adelphi University; Ph.D., Hofstra University

Louise S. Rose, Assistant Professor of English

B.A., Sarah Lawrence College; M.A., Columbia University

John C. Roth, Chief Financial Officer

B.S., M.B.A., St. John's University

S. Grace Edna Rowland, Associate Professor of Speech Communication

B.S., Brentwood College; M.A., Adelphi University; Ph.D., Union Institute

Moir E. Royston, Associate Professor of Biology

B.S., St. Joseph's College; M.A., Queens College, C.U.N.Y.;

Ph.D., St. John's University

- Maria T. Russo, Assistant Professor of Community Health
B.S.N., Cornell University-New York Hospital; M.A., Teachers College,
Columbia University; Ph.D., New York University
- Marian Russo, Director of Student Services, Suffolk Campus
B.S., M.A., St. John's University
- Alice Ryan, Associate Professor of Child Study
B.A., M.S., Queens College, C.U.N.Y.; P.D., C.W. Post Center of Long Island
University; Ph.D., New York University
- S. Joan Ryan, Assistant Professor, Library
B.S., St. John's University; M.A., Catholic University of America; M.A.,
Seminary of the Immaculate Conception; M.S.L.S., C.W. Post Center of Long
Island University
- Marion Salgado, Director of Admissions, Suffolk Campus
B.A., St. Joseph's College; M.A., S.U.N.Y., Stony Brook
- Barbara Sands, Professor of Nursing; Director of Nursing Program
R.N.; B.A., Long Island University; B.S., Salem State College; M.S., Boston
University; M.P.S., Long Island University; Ph.D., Adelphi University
- John Sardelis, Assistant Professor of Health Administration
B.A., Hunter College, CUNY; M.S., New York University;
Dr.P.H., Columbia University
- Warren T. Schultz, Assistant Professor of Child Study
B.A., Queens College, CUNY; M.S., St. John's University;
P.D., Queens College, CUNY
- Robert Seperson, Assistant Professor of Business
B.A., Long Island University, Southampton Campus; M.B.A., Dowling College
- David Seppala-Holtzman, Professor of Mathematics
B.S., S.U.N.Y., Stony Brook; M.Sc., D.Phil., Oxford University
- Diane Sherlip, Assistant Professor of Psychology
A.A.S., Kingsborough Community College, CUNY; B.A., SUNY, Stony Brook;
M.A., Ph.D., Adelphi University
- Victoria Siegmund, Associate Professor of Child Study
B.A., M.S., Queens College; M.S., Ed.D., St. John's University
- Joan Silver, Associate Professor of Child Study
B.S., Ohio University; M.S., C.W. Post Center of Long Island University;
P.D., Ed.D., St. John's University
- S. Mary Sivillo, Coordinator of Student Placement, Brooklyn Campus
B.A., St. Joseph's College; M.A., Brooklyn College, CUNY
- Vasil Skenderi, Assistant Professor of Mathematics
Diploma in Mathematics; Candidate of Sciences (Ph.D.), University of Tirana, Albania
- John J. Skinnon, Assistant Professor of Accounting
B.B.A., Dowling College; M.S.T., Long Island University, Brentwood Campus; CPA
- Joseph Spadaro, Chief Information Officer
B.S., Michigan State University; M.A., University of Wisconsin;
M.S., Polytechnic University of New York
- Carol Sullivan, Director of Financial Aid
B.S., St. Joseph's College
- Charles Swensen, Assistant Professor of Child Study
B.S., St. Peter's College; M.A., Ed.D., Columbia University
- Jill Swensen, Assistant Professor of Child Study
B.A., M.A., Ph.D., Hofstra University

226 *Registers*

- Terry N. Tchaconas, Assistant Professor of Child Study
B.A., M.A., M.A., City College, C.U.N.Y.; M.S., Pace University;
M.S., Ed.D., Columbia University
- Barbara Thorpe, Assistant Professor of Mathematics
B.S., S.U.N.Y., Cortland; M.S., C.W. Post Center, Long Island University
- Richard Torz, Associate Professor of Economics
B.A., M.A., Queens College, C.U.N.Y.; Ph.D., Graduate Center of the City University of New York
- Barbara Traola, Assistant Professor of Child Study
B.A., St. Joseph's College; M.S., Long Island University
- Thomas G. Travis, Vice President and Dean of the School of Adult and Professional Education; Professor of Adult Education
B.S., S.U.N.Y., Oneonta; M.A., Ph.D., Bowling Green State University, Ohio
- Dominique Treboux, Assistant Professor of Psychology
B.A., Fordham University; M.A., Columbia University; Ph.D., Fordham University
- Wendy Turgeon, Assistant Professor of Philosophy
B.A., Southern Illinois University; M.A., Ph.D., St. Louis University
- Sherrie VanArnam, Director of Student Services, Brooklyn Campus
B.A., College of Saint Rose
- S. Marie Lourdes Vanston, IHM, Assistant Professor of Child Study
B.A., M.S., Marywood University
- Edward Vinski, Instructor of Education
B.A., Providence College; M.S., St. John's University; Ph.D. Cand., Graduate Center of the City University of New York
- JoAnn Vitiello, Assistant Professor of Child Study
B.A., St. Francis College; M.A., Adelphi University
- S. Susan Wilcox, Campus Minister and Lecturer in Speech Communication
B.S., M.S., University of Houston-Clear Lake
- *Boas J. Yu, Assistant Professor of Nursing
R.N., B.A., Rutgers University; B.S.N., Fairleigh Dickinson University;
M.S.N., The College of New Jersey; Ed.D., Columbia University
- Karen Zavalis, Preschool Teacher
B.A., Marist College

PART-TIME FACULTY-Brooklyn Campus

- Rev. Thomas Ahern, Lecturer in Religious Studies
B.A., St. Joseph's College, M.Div., M.A., Immaculate Conception Seminary
- Patricia Berardi, Lecturer in Mathematics
B.S., M.A., Brooklyn College
- Janet Bodlovic, Lecturer in History
B.A., St. Joseph's College; M.A., Fordham University
- John Campbell, Senior Lecturer in Sociology
B.A., Manhattanville College; M.S., University of New Haven;
Ph.D., Fordham University
- Rev. Thomas Catania, Adjunct Professor of Religious Studies
B.A., Cathedral College, M.Div., Immaculate Conception Seminary;
M.A., Ph.D., Fordham University

- Rev. Christopher Coleman, Lecturer in Sociology
B.A., Lindenwood College, MO; M.A., St. John's University; M.S., Long Island University; M.S., Baruch College, C.U.N.Y.; M.Div., Seminary of the Immaculate Conception; Ph.D., Graduate Center of the City University of New York
- Rev. Joseph Diele, Lecturer in Religious Studies
B.A., Cathedral College; M.Div., Immaculate Conception Seminary;
S.T.M., General Theological Seminary
- Maria DiLorenzo-Kearon, Lecturer in Education
B.A., St. Joseph's College; M.A., Fordham University;
Ph.D., Graduate Center of the City University of New York
- Robert DiPietro, Senior Lecturer in Music
B.M., M.A., New York University
- Nuria Divi, Lecturer in Spanish
B.A., M.A., Universidad Autonoma de Barcelona, Spain
- Kim Felsenthal, Lecturer in Psychology
B.A., SUNY, Buffalo; M.A., Hunter College, CUNY
- Rev. Kenneth Grande, Lecturer in Religious Studies
B.A., Cathedral College; M.Div., Seminary of the Immaculate Conception;
M.A., Fordham University
- Edward Grant, Senior Lecturer in Mathematics and Computer Science
B.A., Fordham College; M.S., St. John's University
- Rosemarie Hamlin, Lecturer in Speech Communication
B.A., St. Joseph's College; M.S., Columbia University
- Matthew Hilgenberg, Lecturer in Music
B.M., M.A., New York University
- Frank Isgro, Lecturer in French
B.A., Iona College; M.S., SUNY, New Paltz
- Rev. James King, Lecturer in Religious Studies
B.A., University of Maryland; M.A., Boston College;
M.Div., Seminary of the Immaculate Conception
- Virginia Knight, Lecturer in Speech Communication
B.A., St. Joseph's College; M.A., New York University
- Jeffrey Kraus, Adjunct Professor of Political Science
B.A., Brooklyn College; M.A., Ph.D., Graduate Center of the City University of New York
- Michael Latimer, Lecturer in English
B.A., St. Francis College; M.A., St. John's University
- Catherine A. LeDonni, Lecturer in Education
B.A., St. Joseph's College; M.S., Fordham University
- Robert Manisero, Lecturer in English
B.A., Columbia College; M.A., Brooklyn College, C.U.N.Y.
- S. Attilia Mazzina, Lecturer in Italian
B.S., St. Joseph's College; M.A., Hunter College
- Anne Mulligan, Lecturer in English
B.A., St. Joseph's College; M.A., Ph.D., New York University
- Carl Patrick, Senior Lecturer in English
B.A., Rice University; M.A., Temple University
- Dolores Pedalino, Lecturer in Child Study
B.A., M.S., Queens College, CUNY

228 *Registers*

- S. Linda Pero, Lecturer in Education
B.A., St. Joseph's College; M.A., New York University
- Valerie Quinlan, Lecturer in Mathematics
B.A., St. Joseph's College; M.S., Richmond College, C.U.N.Y.
- Claire Razza, Lecturer in Mathematics
B.A., M.A., Brooklyn College
- Lorraine Ryan, Lecturer in Religious Studies
B.A., M.A., St. John's University
- S. Grace Avila Seckendorf, Lecturer in Education
B.A., St. Joseph's College; M.A., St. John's University
- Leslie Ava Shaw, Lecturer in Art
B.A., M.A., City College of New York
- Robert Silverman, Lecturer in Accounting
B.B.A., Baruch College, C.U.N.Y.; M.S., Long Island University
- Marian Skabeikis, Lecturer in Education
B.A., St. Joseph's College; M.S., S.U.N.Y., Downstate Medical Center
- Sharon Hart Snow, Lecturer in French
B.A., Vassar College; M.A., Columbia University
- Stacey Temple, Lecturer in Dance
B.A., Tufts University; M.F.A., Smith College
- Barbara Turoff, Lecturer in Italian
Laurea in lingue e letteratura straniera, Università di Bologna, Italy;
Ph.D., New York University
- John F. Waters, Senior Lecturer in Computer Science
B.S., M.S., Manhattan College
- Eileen Whelan, Lecturer in Speech Communication
B.S., New York University; M.A., Gallaudet University
- Christine Nuzio Wisniewski, Lecturer in Spanish
B.A., Adelphi University; M.A., New York University

Dillon Child Study Center

Susan Straut Collard, Ph.D., Director

| | |
|---------------------------------|-------------------------------------|
| Lauren Caminiti, B.A. | Head Teacher |
| Nohemi Diaz-Vergara, B.A. | Head Teacher |
| S. Patricia Dittmer, M.S., P.D. | Head Teacher |
| Emily Figueroa, B.A. | Head Teacher |
| Karen Gerds, B.A. | Head Teacher, Inclusion Class |
| Eileen O'Donnell, M.S. | Early Childhood Program Coordinator |
| Sameena Rahman, B.S. | Head Teacher |
| Karen Zavalis, B.A. | Head Teacher, Inclusion Class |
| Elizabeth Burke | Assistant Teacher |
| Victoria Contreras | Assistant Teacher |
| Margaret Donovan | Assistant Teacher, Inclusion Class |
| Debra Gonsalves | Assistant Teacher |
| Claudia Mariello | Assistant Teacher |
| Liane VanSlyck | Assistant Teacher |

Standing Committees of the College

List of committees and chairpersons will be found in *Faculty* and *Student Handbooks*.

Alumni Association

The College is committed to the belief that its responsibility to its graduates never ends. For this reason, it supports alumni religious, cultural, and social activities wholeheartedly and offers to the Association the use of its facilities and the benefit of its assistance. There is an Alumni Office on both the Brooklyn Campus and Suffolk Campus.

The Alumni Association of St. Joseph's College is organized to promote the interest of the College by continuing the close relationship between the College and its former students that was developed during their undergraduate days. Its membership includes all those upon whom the College has conferred a degree and those who have matriculated and indicated a desire to remain associated with the College.

It is governed by an Executive Board composed of alumni, who work in conjunction with the Director of Alumni Relations. The Alumni Association provides a scholarship aid program for relatives of alumni at the discretion of the Alumni Scholarship Fund Committee. Alumni receive the *St. Joseph's College Magazine*, which is published twice a year.



INSTRUCTIONAL PROGRAMS

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. The following programs have been registered by the New York State Education Department for St. Joseph's College Main Campus in Brooklyn.

| Program Title | HEGIS Code | Degree Awarded | Certificate/License Title | Type |
|---|------------|----------------|--|--|
| Biology | 0401 | BA | Academic Major Biology 7-12 | Initial |
| Biology | 0401 | BS | Academic Major Biology 7-12 | Initial |
| Public Accountancy | 0502 | BS | CPA-150 | Lic Qual |
| †Business Administration, Accounting | 0502 | BS | | |
| Business Administration | 0506 | BS | | |
| *Organizational Management | 0506 | BS | | |
| #Organizational Management | 0506 | BS | | |
| †Computer Information Systems | 0702 | B.S. | | |
| Child Study | 0808 | B.A. | E.Childhood Birth-2 Childhood 1-6 Sp Ed Birth-2 Sp Ed 1-6 | Initial Initial Initial Initial |
| French | 1102 | BA | Academic Major | |
| Spanish | 1105 | BA | Academic Major Spanish 7-12 | Initial |
| *Health Administration | 1202 | BS | | |
| *Nursing | 1203.10 | BS | | |
| *Community Health and Human Services | 1299 | BS | | |
| Child Study | 1305 | BA | | |
| English | 1501 | BA | Academic Major English 7-12 | Initial |
| Speech | 1506 | BA | | |
| Mathematics | 1701 | BA | Academic Major Mathematics 7-12 | Initial |
| Mathematics | 1701 | BS | Academic Major Mathematics 7-12 | Initial |
| Chemistry | 1905 | BA | Academic Major Chemistry 7-12 | Initial |
| Chemistry | 1905 | BS | Academic Major Chemistry 7-12 | Initial |
| Psychology | 2001 | BA | | |
| Recreation | 2103 | BS | | |

* Administered through the School of Adult and Professional Education

†Available in both the School of Arts and Sciences and the School of Adult and Professional Education.

#Available in Distance Education Format through the School of Adult and Professional Education

INSTRUCTIONAL PROGRAMS

| Program Title | HEGIS Code | Degree Awarded | Certificate/License Title | Type |
|--|------------|----------------|---------------------------|----------------|
| Social Sciences | 2201 | BA | | |
| Human Relations | 2201 | BA | | |
| History | 2205 | BA | Academic Major | |
| *General Studies | 4901 | BS | Social Stud 7-12 | Initial |
| *Management | 0506 | MS | | |
| *Executive Master of Business Administration | 0506 | MBA | | |
| Literacy/Cognition (Birth–Grade 6) | 0830 | MA | | Initial Prof'l |
| *Adult Health | 1203.10 | MS | | |
| *Nursing Education | 1203.10 | MS | | |
| *Human Resources Management | 0515 | ADV CRT | | |
| *Health Care Management | 1202 | ADV CRT | | |
| †Marketing, Advertising & Public Relations | 5004 | CERT | | |
| †Management | 5004 | CERT | | |
| †Leadership & Supervision | 5004 | CERT | | |
| *Human Resources | 5004 | CERT | | |
| *Training & Staff Development | 5099 | CERT | | |
| †Information Technology Applications | 5104 | CERT | | |
| *Health Instruction | 5201 | CERT | | |
| *Medical Office Management | 5214 | CERT | | |
| *Health Care Management | 5299 | CERT | | |
| *Hospice | 5299 | CERT | | |
| *Care Management | 5299 | CERT | | |
| *Home Care Administration | 5299 | CERT | | |
| †Criminology/ Criminal Justice | 5505 | CERT | | |
| *Counseling | 5506 | CERT | | |
| Applied Sociology | 5506 | CERT | | |
| *Alcoholism & Addictions Counseling | 5506 | CERT | | |
| †Gerontology | 5506.20 | CERT | | |
| Religious Studies | 5603 | CERT | | |

* Administered through the School of Adult and Professional Education

†Available in both the School of Arts and Sciences and the School of Adult and Professional Education.

#Available in Distance Education Format through the School of Adult and Professional Education

Estimated Number of Part-Time Faculty
Brooklyn Campus

| | | | | | |
|-------------|---|--------------------|---|-------------------|---|
| Art | 1 | English | 3 | Psychology | 1 |
| Biology | 0 | French/Italian | 2 | Recreation | 0 |
| Business/ | | History | 0 | Religious Studies | 3 |
| Accounting | 2 | Mathematics | 3 | Sociology/ | |
| Chemistry | 0 | Music | 2 | Anthropology | 3 |
| Child Study | 1 | Philosophy | 0 | Spanish | 1 |
| Dance | 1 | Physical Education | 2 | Speech | |
| Economics | 0 | Physics | 0 | Communication | 4 |
| Education | 4 | Political Science | 0 | | |





INDEX

- Academic calendar, 4
- Academic Integrity, 47
- Academic policies, 47
- Academic standing, 49
- Accounting, 69
- Accreditation, 10
- ACES, 47, 58
- Administration, 214
- Admission and finances, 11
- Adolescence Education, 94
- Advanced placement, 14
- Alumni Association, 229
- American Studies, 198, 203
- Anthropology, 190
- Application, procedure for, 11
 - transfers, 15
- Area map, Clinton Hill and downtown Brooklyn, 209
- Area of concentration (see Child Study major), 86
- Area Studies, 203
- Art, 109
- Attendance, 47
- Auditing courses, 46
- Awarding of Degrees, 58

- Beta Beta Beta, 55
- Biology, 62
- Board of Trustees, 213
- Bridge program, 59
- Branch Campus, 10
- Burns Hall, 8
- Business Administration, 69

- Calendar, academic, 4
- Campus Map, Brooklyn, 211
- Campus Ministry, 33
- Campus Security, 33
- Candidates' Reply Date, 14
- Career education, 98
- Certificate programs, 205
- Chemistry, 158
- Child Study, 85
- Classics, 93
- College, the, 5
- College Entrance Examination Board Tests. See Scholastic Assessment Test, 13

236 Index

College proficiency examinations, 15
Committees of the College, 229
Competitive Scholarships, 23
Complaints, 60
Computer Information Systems, 137
Computer Science, 93, 143
Core Curriculum, 39
Costs, statement of, 18
Counseling & Career Services, 34
Course Load, 45
Creative Expression, 203
Credit for courses taken at other colleges, 48
Criminology/Criminal Justice Certificate, 205

Dance, 113
Dean's honor list, 53
Degree Programs, 37, 231
Degree, requirements for, 37
 with honors, 53
Delta Epsilon Sigma, 54
Delta Mu Delta, 55
Dental School application, 42
Departmental honors, 53
Departmental offerings, 61
Dillon Child Study Center, 9, 86
Disability - Students with, 35
Drama and Theatre, 191, 204

Early Admissions Plan, 12
Economics, 179
Education (Secondary), 94
 Special, 85
Electives, 42
English, 99
Examinations, 51, college proficiency, 15
Exemptions, 51

Facilities, 8
Faculty, 216
Fees. See Statement of costs, 18
Financial aid program, 21-30
Fine Arts, 109
French, 147
Freshman orientation, 32

- Gerontology Certificate, 206
- Goals of the college, 5
- Government, student, 32
- Grades and reports, 51
- Graduation honors, 53
- Graduation requirements.
 - See Degree Program, 37
- Guidance, 34

- Health, 32
- Health Professions Committee, 43
- High School–College Articulation:
 - Bridge Program, 59
- History, courses, 117, of the College, 6
- Honors, 53
- Honors Program, 58
- Honor societies, 53
- Human Relations, 126

- Incomplete, 51
- Independent Study, 46
- Information Technology Applications
 - Certificate, 205
- Interdisciplinary programs and courses, 198
- International students, 13
- Italian, 148

- Kappa Gamma Pi, 54
- Kappa Mu Epsilon, 55

- Lambda Pi Eta, 55
- Languages, modern, 147
- Latin American Studies, 204
- Latino Studies, 199
- Law, 44
- Leadership & Supervision Certificate Program, 207
- Leave of Absence, 52
- Library, 8
- Loans, 28
- Location, Brooklyn campus, 7
- Lorenzo Hall, 8

- Majors, 42, change of, 48
- Management, Certificate program, 207
- Map: Clinton Hill and downtown Brooklyn, 209
 - St. Joseph's College, Brooklyn Campus, 211

238 Index

Marketing, Advertising and Public Relations Certificate, 208
Master's degree programs, 38
Mathematics, 135
McEntegart Hall, 8
Medical School applications, 42
Memberships, 10
Minors, 42
Modern Languages, 147
Music, 114

New York State Financial Assistance Program, 26
Non-matriculated students, 59

Online courses, 46
Orientation, student, 32

Parking Facilities (See Map, 210)
Pass/No Credit option, 45
Patchogue (See Suffolk Branch Campus), 10
Phi Alpha Theta, 56
Philosophy, 155
Physical education, 157
Physical Sciences, 158
Physics, 163
Placement, advanced, 14, career, 34
Plans of study, 42, change of, 48
Political Science, 182
Podiatric Medicine, 58, 62
Pre-Law, 44
Premedical program, 42
Pre-professional plans of study, 42-45
Pre-registration, 14
Programming, 14, 45
Psi Chi, 56
Psychology, 164

Readmission, 15
Registers, 213
Regulations, academic, 47
Reinstatement, 51
Religious development, 33
Religious Studies, 174
Religious Studies Certificate, 208
Repeated courses, 46
Reports, grades, 51

- Requirements, for degree, 37
 - secondary school, 11
- Retention Rates, 53
- Satisfactory Progress, 49, for N.Y. State Aid Recipients, 27
- Secondary education, 94
- Secondary school requirements, 11
- Scholarships, competitive and other, 23, application for, 16, transfers, 17
- School of Adult and Professional Education, 7, 37-39
- Sigma Iota Chi, 54
- Sigma Delta Pi, 56
- Sigma Tau Delta, 57
- Social Sciences, 178
- Sociology-Anthropology, 185
- Spanish, 150
- Special Education, 85
- Speech Communication, 191
- Student Life and Services, 31, government, 32, right to privacy and
 - access to records, 59
- Study, plans of, 42
- Suffolk Branch Campus, 10
- Summer Session, 59
- Support Services, Academic, 47
- Teacher Education Statistics, 44
- Theta Alpha Kappa, 57
- Transfer students, 15
- Travel Directions, 209
- Trustees, Board of, 213
- Tuition, 18
- Tuition Assistance Program (TAP), 26
- Tuohy Hall, 8
- Upsilon Pi Epsilon, 57
- Urban Studies, 204
- Withdrawal from the College, 20, 52
- Withdrawing from courses, 20, 48
- Writing Center, 47